DOCUMENT RESUME

ED 176 418 EA 012 147

TITLE	Policy Plan for Kansas Department of Education. Fiscal Year 1980.
INSTITUTION	Kansas State Dept. of Education, Topeka.
PUB DATE	Jul 79
NOTE	106p.; Some tables may be illegible due to small print
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Board of Education Policy; *Educational Objectives; Elementary Secondary Education; *Financial Policy; *Program Evaluation
IDENTIFIERS	*Kansas State Board of Education

ABSTRACT

This policy plan for the Kansas State Department of Education is composed of two major sections. The first part includes a description of the department and its mission and functions; the agency's goals, objectives, and policies; and the finance and sources of finance for funding educational programs. The second section involves three policy issues that the department identified as priority items, requiring legislative and budgetary action for the coming year. The mission of the plan, the paper says, is to coordinate department resources and personnel efforts on the various levels of education into an accountable approach to improving the quality of education in Kansas. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED176418

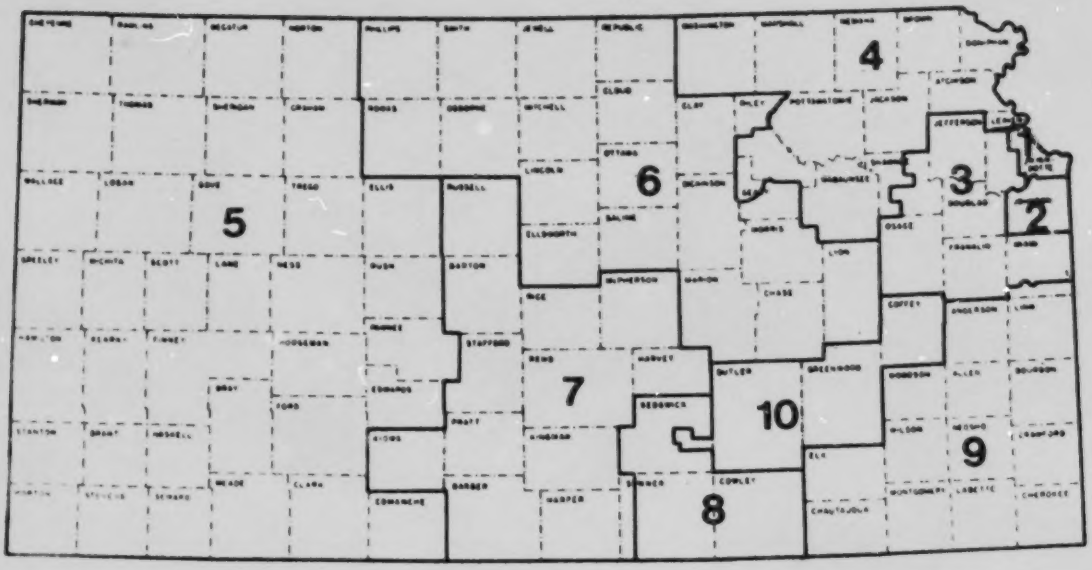
Kansas Department of Education

Fiscal Year 1980

July, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kansas State Dept. of Educ
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

KANSAS STATE BOARD OF EDUCATION DISTRICTS



STATE BOARD OF EDUCATION

Kay Groneman
District 1

Ruthann Oelsner
District 2

George Frey
District 3

Dorothy G. Groesbeck, Chairman
District 4

Harold H. Crist
District 5

Marilyn Harwood
District 6

John Bergner
District 7

Tim Hiebert
District 8

Denise Apt
District 9

Evelyn Whitcomb
District 10

FOREWORD

The State Department of Education's Policy Plan is comprised of two major sections. The first part includes (1) a description of the Department and its mission and functions; (2) the agency's goals, objectives, and policies; and (3) the finance and sources of finance for funding educational programs. The second section involves three policy issues which the Department identified as priority items, requiring legislative and budgetary action for the coming year.

The mission of the plan is to coordinate the Department resources and personnel efforts on the various levels of education into an accountable approach to improving the quality of education in Kansas. The identified directions presented in the plan are not to be viewed with interest and quickly forgotten in the rush of everyday problems. The Board and Department intend to make steady and significant progress in education by focusing on what is likely to happen and what can be done about it, anticipating problems before they arise, and acting instead of reacting to conditions.

Merle R. Bolton
Commissioner of Education

TABLE OF CONTENTS

Page

I. **THE POLICY PLAN**

Background 1
Areas of Kansas Education Responsible to State Board of Education (map). 3
Statistics on Institutions Under State Board of Education for 1978-79 (chart) 4
Statewide Goals for Education in Kansas 5
Statistics of State Department of Education Projected Staffing for State Department of Education (chart) 6
Staffing FY 1980 Professional (Over Range 18) and Nonprofessional Staff (chart) 6
Kansas State Department of Education (organizational chart) 7
Projected Expenditures (table) 8
Projected Revenue Sources (table) 9
Format of the Policy Plan 10
Agency Goals for Commissioner of Education 11
State Organization for Administering Educational Services (chart) 20
Agency Goals for Division of Agency Services 23
Agency Goals for Division of Education Services 31
Agency Goals for Division of Financial Services 47
State Department of Education Programs 61
Public General Education 61
Growth of Adult Basic Education Program (chart) 62
General Education Facilities (chart) 63
Pupil School Personnel (chart) 64
Sources of School Revenue in Kansas (chart) 65
Data Concerning Local Revenue (chart) 65
Cost Per Pupil in Average Daily Attendance (chart) 66
Nonpublic General Education 67
Nonpublic School Statistics (chart) 67
Special Education 68
Title I 69
Title I Statistics (table) 70
School for the Deaf, School for the Visually Handicapped (table) 71
Projections of School for the Deaf and School for the Visually Handicapped (table) 71
Specialized Post General Education 72
Vocational-Technical Schools 72
Community Junior Colleges 72
Statistics of Vocational-Technical Schools (table) 73
Actual and Projected Community Colleges Headcount Enrollment (table) 74

Revenues for Community Junior Colleges 76
Proprietary Schools 77
Commercial Driver Training Schools 77

II. ISSUE PAPERS

Kansas State Department of Education — Issue No. 1 79
Kansas State Department of Education — Issue No. 2 81
Kansas State Department of Education — Issue No. 3 83
Vocational Education Capital Outlay Aid 85
Area Vocational-Technical Schools Capital Outlay (chart) 86

APPENDIX

Definition of Terms 89

I. The Policy Plan

Background

The Kansas system of public schools exists to provide the individual with a program of education which will help him or her to develop to the fullest extent of his/her capabilities and to become a useful and personally successful member of society. The system is controlled by publicly elected officials and is supported with public funds. The public schools under the jurisdiction of the State Board of Education, a ten-member elected lay board, is comprised of 306 school districts and Ft. Leavenworth, which does not have a high school (K.S.A. 72-6747, Sec. 25, of Second Unification Act); nineteen community junior colleges; fourteen area vocational and vocational-technical schools; Kansas State School for the Deaf; and Kansas State School for the Visually Handicapped. The population served by these schools totaled 443,192 in 1978 with 32,421 certified (administrators, teachers, librarians, counselors) and 17,443 non-certified (clerical, maintenance, transportation, teacher aides) personnel. The general supervision of the public system, which encompasses a scope of programs from kindergarten through postsecondary level, is the responsibility of the State Commissioner and the State Department of Education.

Under the jurisdiction of an elected State Board of Education, the Kansas State Department of Education operates within the mandates of an amendment to Article 6 of the State Constitution, which was passed in 1966 and became operational in January, 1969. A Commissioner of Education was appointed by the State Board to administer the activities of the Department, which combined the former State Department of Public Instruction and the State Board for Vocational Education. In 1975, a new Commissioner was appointed to be responsible for implementing board policy, managing the state school system, and providing overall leadership in education. Three assistant commissioners who direct the divisions of the Department and, as a group, serve as the Department's executive committee are responsible for fulfilling three major functions: agency services, educational services, and financial services.

State Board of Education

The ten members of the State Board are elected to alternating four-year terms from districts, each comprised of four of the state's senatorial districts. In 1972, following the adjournment of the Legislature, district boundaries were redrawn by the courts to coincide with the establishment of the new senatorial districts. In 1969, the State Board assumed administrative authority for Kansas Technical Institute at Salina; and, in 1970, the Kansas School for the Deaf at Olathe and the Kansas School for the Visually Handicapped at Kansas City were brought under its jurisdiction. In 1976, the State Board relinquished its authority over Kansas Technical Institute to the Board of Regents. (1976 Supp. K.S.A. 72-4331a (L. 1976, Ch. 312, Sec. 1))

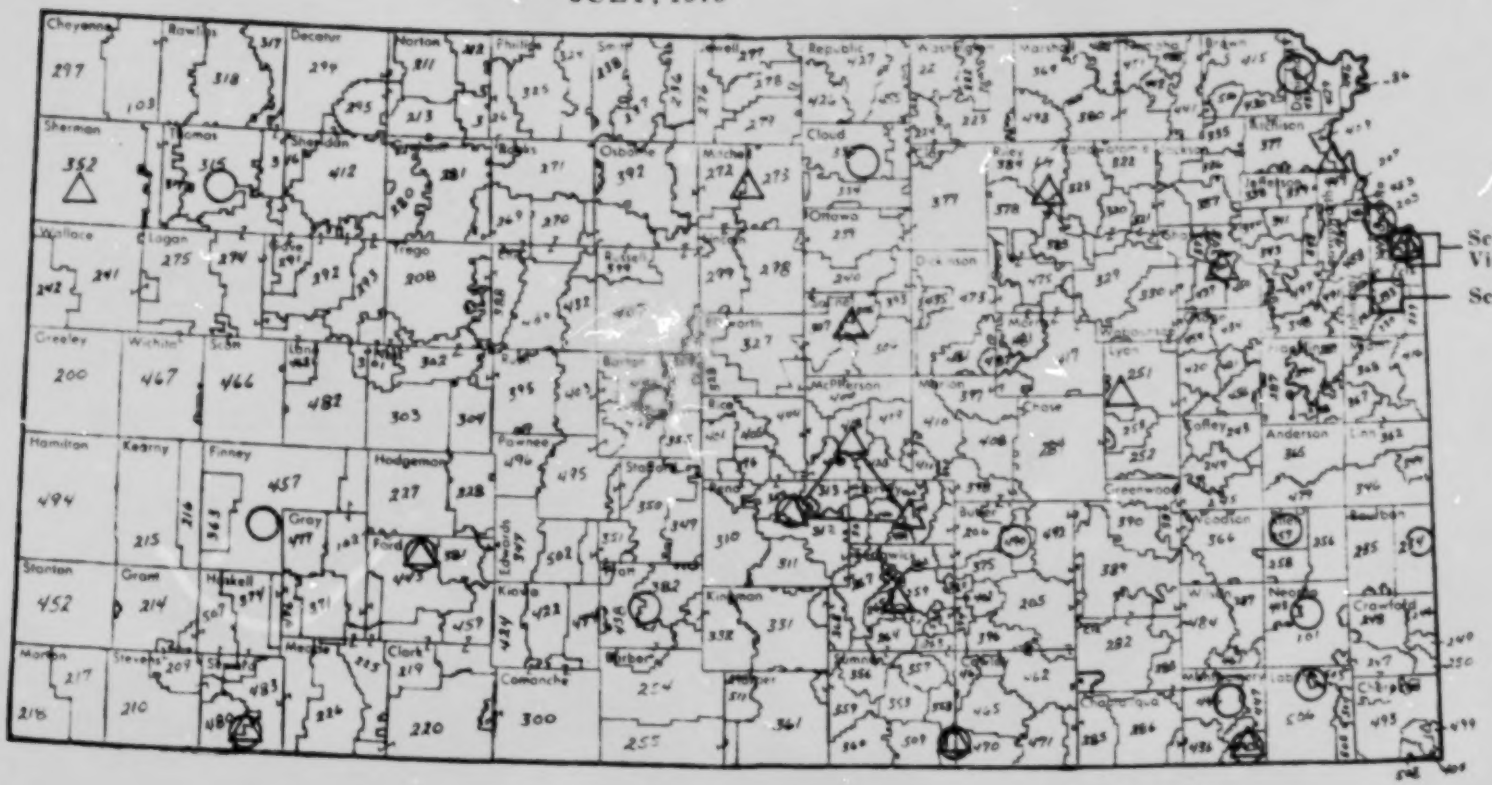
The State Board of Education is dedicated to the coordination and promotion of a statewide system of education which ensures educational opportunities for all persons to develop those individual capabilities needed to live productively in society. The State Board of Education views its ultimate role as an advocate for students in the educational process, but it accepts the fact that implementation of the actual delivery system does and should rest with local education agencies. To identify, clarify, and assert the role of the State Board, the following goals were adopted on July 13, 1976, revised on October 12, 1977, and currently are being reviewed for possible revision:

1. The State Board of Education will recommend and support legislation which ensures positive and progressive development of an educational system in Kansas based on identified needs and a periodic evaluation of current and future educational programs.
2. The State Board of Education will adhere to the principle that the purpose of guidelines, rules and regulations, state plans, and directives is to achieve balance between constitutional and legislative intent and local determination of policies, priorities, and procedures.
3. The State Board of Education will promote the principle of consultation to local education agencies as an important function of the Department.
4. The State Board of Education will maintain an awareness of pending federal legislation affecting education and will work to ensure that federal guidelines, rules, and regulations provide the widest latitude to states consistent with intent of Congress.

5. The State Board of Education will establish priorities so that resources, staff, and funds can be allocated to the extent necessary to complete adopted projects and activities to a high degree of proficiency.
6. The State Board of Education will encourage and support continuing efforts to implement teacher education programs which emphasize competencies needed in addition to academic preparation.

AREAS OF KANSAS EDUCATION RESPONSIBLE TO STATE BOARD OF EDUCATION

JULY, 1979



△ Area Vocational-Technical Schools 14

○ Community Junior Colleges 19

□ School for the Visually Handicapped

School for the Deaf

Number School Districts 306 and Ft. Leavenworth

1978-1979

STATISTICS ON INSTITUTIONS UNDER STATE BOARD OF EDUCATION

INSTITUTION	STUDENTS	CERTIFIED PERSONNEL	NON-CERTIFIED PERSONNEL	TOTAL OPERATING BUDGET	OPERATING COST PER YEAR PER PUPIL
306 Districts and Ft. Leavenworth	414,535.8 (FTE)	30,077	16,733.8	$673,583,169.00	$1,624.91
Area Vocational-Technical	7,136.2 (FTE)	627.9	251.8	18,585,555.00	2,604.41
Community Junior Colleges	21,153.7 (FTE)	1,465.0 +	736.0 ++	35,673,815.00	1,686.41
School for Visually Handicapped	76.0	23.0 *	53.2	1,050,440.00 ***	13,821.58
School for Deaf	290.0	13.0 **	97.0	2,464,779.00 ***	8,499.24
TOTAL	443,191.7	32,205.9	17,871.8	$731,357,758.00	

\+ This group includes administrators, instructors, counselors, and librarians

++ This group includes instructional aides, clerical, custodial and maintenance personnel

* This group includes professional teaching staff and administrators.

** This group includes administrators and support staff

*** This figure does not include capital outlay.

STATEWIDE GOALS FOR EDUCATION IN KANSAS

Educational goals were adopted by the State Board of Education on July 6, 1972. These goals represent three years of work and participation from approximately eight thousand teachers, Kansas Department of Education staff, students, administrators, and citizens at large.

The Department initiated the setting of goals for education in 1969 when it assessed the educational needs of Kansas students in grades K-12. Approximately 6,000 students, lay citizens, and education professionals participated in the project. In 1970, twenty-two regional meetings were held with administrators and local board members across the state to discuss the needs and priorities of Kansas education. In 1971, eight Governor's Work Conferences on Education and an Improving State Leadership in Education Conference were held to encourage educators, students, and citizens at large to voice their opinions about eight major concerns of education—finance, facilities, values, individual student needs, professional development, accountability, home-community-school relations, and career education.

Following these conferences, the Department assigned the educational concerns from all studies into logical groupings. The Executive Committee wrote five goals to superimpose the logical groupings. KSDE total staff review suggested that there should be only four major goals and thirty-five sub-goal topics.

Utilizing this material, the Department staff members wrote a preliminary draft of sub-goals and suggested alternative solutions to fulfill these goals and sub-goals. Approximately eighty persons participated in this writing, and the preliminary draft was circulated to the total KSDE staff for evaluation. After revision the first draft of goals and alternative solutions was sent for examination to various people and institutions across the state. In addition, two sessions of a conference—"Focus on the Future"—were held in Hays and Kansas City for lay people and educators to peruse the first draft of goals and alternative solutions and then to participate in a Q-Sort-ranking of educational topics by priority.

Incorporating suggestions from the conferences, the goals and sub-goals were rewritten and returned to the Department staff for their reactions. The alternative solutions had now become the objectives to fulfill the goals.

Copies of *State-wide Goals for Education in Kansas* are available upon request from the Program Analysis and Evaluation Section.

GOAL I: The Kansas Educational Programs shall provide for all people in Kansas continuous and successful acquisition of skills, knowledge, and attitudes which are appropriate and conducive to individual personal growth and development necessary for a productive and satisfying life in a changing society.

GOAL II: The Kansas Educational System, recognizing disparity of educational opportunity afforded various segments of the population, shall provide programs specific to the needs of all groups.

GOAL III: The Kansas Educational System shall provide for the accomplishment of educational goals through the preparation and continued improvement of professional and paraprofessional personnel and utilization of the most effective educational methods and technologies.

GOAL IV: The Kansas Educational System shall cooperatively develop within each school district, institution, and related agency those educational management capabilities needed to provide meaningful information and effective administration of all educational programs in Kansas.

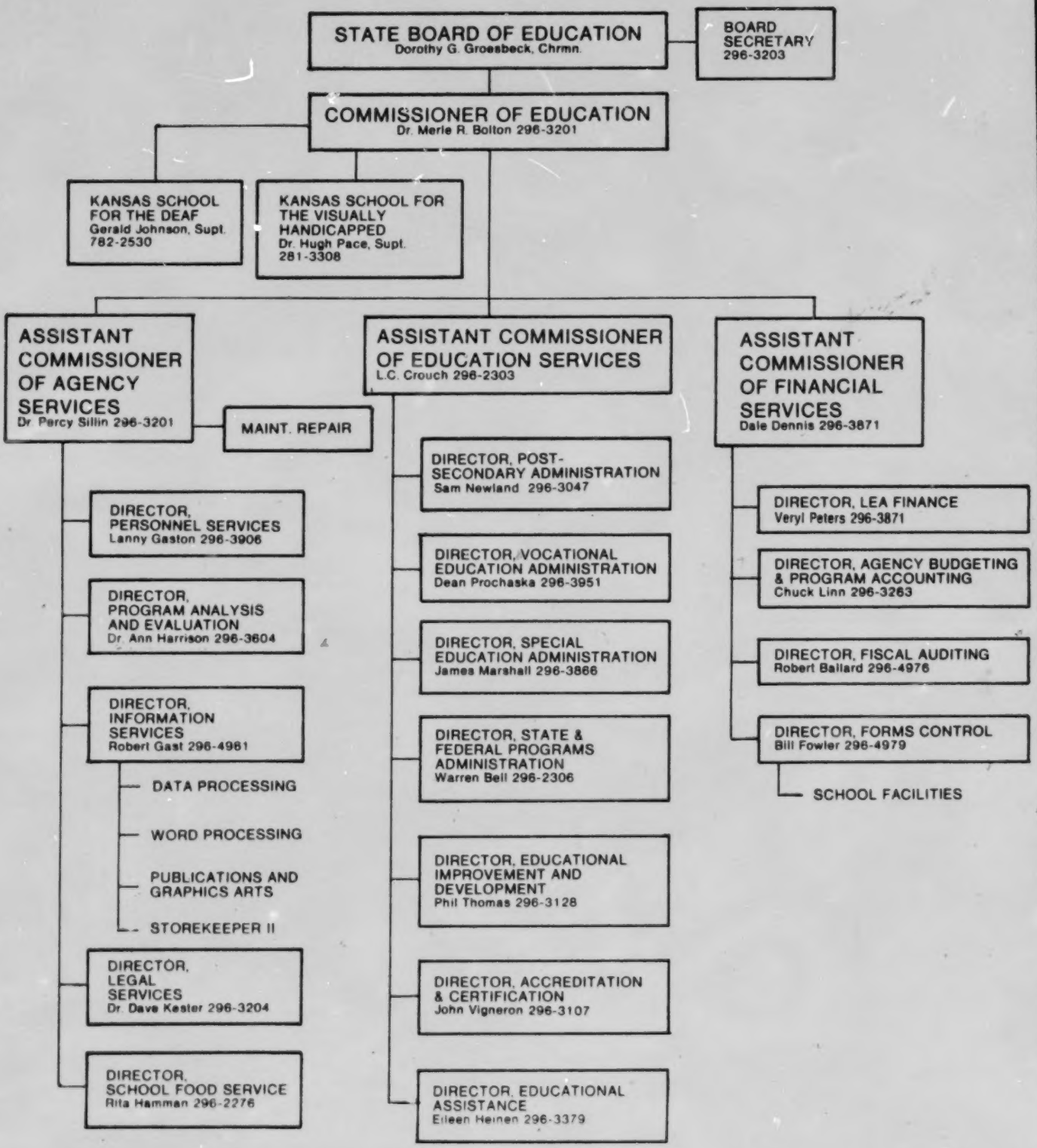
STATISTICS OF STATE DEPARTMENT OF EDUCATION
PROJECTED STAFFING FOR STATE DEPARTMENT OF EDUCATION

	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Unclassified	26	27	27	27	27	27
Classified—						
Range 30 & Above	2	2	2	2	2	2
Range 20-29	84	89	92	94	95	95
Range 19 & Below	69	68	68	69	71	71
Total	181	186	189	192	195	195

STAFFING FY 1980
PROFESSIONAL (OVER RANGE 18) AND NONPROFESSIONAL STAFF

Professional	Number	Vacant	Nonprofessional	Number	Vacant
Commissioner	1		Account Clerk	3	
Assistant Commissioner	3		Clerk	11	1
Accountant	7		Clerk-Steno	6	1
Architect III	1		Clerk-Typist	4	1
Assistant State School Finance Adm.	1		Data Entry	5	
Auditor	10	3	Duplicating	2	1
Computer System Analyst	2	1	Maintenance	1	
Education Certification Specialist	4		Secretary I	16	3
Education Certification Supervisor	1		Secretary II	6	
Education Program Specialist	54	8	Secretary III	1	
Education Program Sp. Trainee	1	1	State Board Secretary	1	
Graphic Designer II	1		Storekeeper	1	
Programmer	3		Word Processing Typist	5	
Research Analyst	1		Word Processing Copysetter	3	
School Food Service Specialist	7		Word Processing Supervisor II	1	
Section Coordinator	6				
Section Director	16				
Systems Analysis Program Manager	1				
TOTAL—PROFESSIONAL	120	13	TOTAL—NONPROFESSIONAL	66	7
TOTAL STAFF			186		

KANSAS STATE DEPARTMENT OF EDUCATION



PROJECTED EXPENDITURES FOR STATE DEPARTMENT OF EDUCATION						
EXPENDITURE CATEGORY	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
State Operations—						
Personal Services	3,136,725	3,836,057	4,027,860	4,229,653	4,440,716	4,662,752
Other Current Expenditures	1,296,577	1,702,937	1,788,084	1,877,488	1,971,362	2,069,930
Subtotal State Operations	4,433,302	5,538,994	5,815,944	6,106,741	6,412,078	6,732,682
Aid to Local Units	378,834,339	448,855,011	470,697,761	494,157,650	518,790,532	544,655,059
Other Assistance, Grants & Benefits	99,505	150,000	157,500	165,374	173,643	182,325
Transfer Payments	2,255,383	2,580,000	2,709,000	2,844,450	2,986,672	3,136,006
Capital Improvements	--	--	--	--	--	--
TOTAL	385,622,529	457,124,005	479,380,205	503,274,615	528,362,925	554,706,072

PROJECTED REVENUE SOURCES FOR STATE DEPARTMENT OF EDUCATION

Sources	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
General Revenue Fund	323,580,093	374,045,003	392,747,253	412,384,616	433,003,847	454,654,040
Federal Funds	58,393,117	79,210,764	83,171,302	87,329,867	91,696,360	96,281,178
Special Revenue Funds—						
Fed. Rev. Sharing Fund—						
AVTS Capital Outlay Aid	2,000,000	2,000,000	1,500,000	1,500,000	1,500,000	1,500,000
State Safety Fund	1,431,541	1,575,893	1,654,688	1,737,422	1,824,293	1,915,508
All Other Special Revenue Funds	217,778	292,345	306,962	322,310	338,425	355,346
TOTAL	385,622,529	457,124,005	479,380,205	503,274,215	528,362,925	554,706,072

The Format of the Policy Plan

The following are explanations of each main heading in this section:

1. *Need* is an account of the conditions that led to the establishment of the goal. Where state and/or federal statutes spell out specific needs to be met, the statutory reference is cited.
2. *Goals* are identified. Usually these refer to one or more of the goals of the State Board of Education, *State-wide Goals for Education in Kansas*, or statutory responsibilities which reflect the primary purposes of the Department.
3. *Objectives* are what a section, program, or individual proposes to accomplish. Each objective is related to one or more of the goals.
4. *Summary Evaluation* is a narrative account of the achievements and shortcomings of the goal and objective for the preceding year. The outcomes are substantiated in terms of the extent to which the objectives have been accomplished. This is often a professional judgment about the impact of an objective.

AGENCY GOALS
for
COMMISSIONER OF EDUCATION

Need #1: The State Department of Education, under the jurisdiction of the elected State Board of Education and the administrative supervision of the Commissioner of Education, was created through an educational amendment to the State Constitution, which was passed in 1966 and became operative in 1969; at that time the staff and functions of the former State Department of Public Instruction and the State Board for Vocational Education were combined. The Department, through the authority of the State Board of Education, subject to statutory limitation and in harmony with other laws, is responsible for the general supervision of public education programs and activities within the state.

The constitutional State Board of Education has general supervision of public schools in the school districts, community junior colleges, area vocational-technical schools, the School for the Deaf, the School for the Visually Handicapped, and all other educational interests of the state except educational functions delegated by law to the State Board of Regents. The State Board of Education is made up of ten members with overlapping terms of four years. The Legislature makes provision for ten member districts, according to distribution of population, each comprised of four contiguous senatorial districts. The citizens of each member district elect one person residing in the district to serve as a member of the Board. The State Board of Education's powers are provided in the constitution and more specifically described and defined by law. (72-6734, 72-7513, 71-1002, 72-924, 72-932, 72-201, 72-7513, 71-801, 72-6734, 72-4408, 72-4516, 72-4921, 72-6203, 71-1002, 72-6201, 72-4408, 72-4415)

The Commissioner of Education is appointed by and serves at the pleasure of the State Board of Education and performs such duties as are prescribed by law or by the State Board; he serves as the executive officer of the Board.

Goal #1: The Commissioner of Education will inform and advise the State Board of Education of all matters related to its duties as delegated by law.

Objectives:

1. Prepare agenda items in consultation with the Board chairperson for State Board of Education's monthly meetings and special meetings.
2. Prepare and present quarterly reports of Commissioner's activities.
3. Plan periodic visits for State Board members to the School for the Deaf and the School for the Visually Handicapped.
4. Review and revise Board policies with its policy committee.
5. Present budget for the Department to the Budget Division, the Governor, and appropriate legislative sub-committees and/or committee.
6. Schedule division activities to be presented at each State Board meeting.
7. Revise State Board goals according to its suggestions.

Summary Evaluation: The Commissioner of Education met with the State Board of Education at least two days per month for Fiscal Year 1979 for the scheduled meetings. For each scheduled Board meeting, he and the Board chairman prepared the agenda. Agenda exemplify the type and volume of items received, discussed, and acted upon in each two day meeting (second Tuesday and Wednesday of each month). In addition, the Commissioner advised and frequently accompanied individual Board members who represented the State Board of Education on various committees or advisory groups, such as the 1202 Commission. Agenda of these Board meetings are filed with the Board's secretary.

As the executive officer of the Board, the Commissioner met with the policy committee of the State Board and reviewed Board policies. Periodically the policy com-

mittee met to discuss policy changes or updates, such as those pertaining to transfer of territory or guidelines. The committee would then make recommendations to the State Board for its action.

Need #2: The State Board of Education has an important function to perform in deciding the policy and the direction of the educational programs in light of legislation, but the Board is not normally involved in the detailed review of the Department decisions. The Board cannot effectively act in the capacity of a manager directing the Department. The lack of understanding of day-to-day problems makes it impossible for detailed direction. The Board's contribution, which may not be performed by any other body, is making policy, approving the mission of the Department, and evaluating on a broad overall basis the results that have been accomplished.

The Commissioner of Education is, therefore, viewed as the director of the Department, to whom has been delegated the responsibility to accomplish the mission approved by the State Board of Education. This assignment is accomplished by the authority to make the decisions needed to carry out this mission. It is the Commissioner's duty to recommend to the Board the policies needed in the Department; however, the Commissioner is given the authority to develop the procedures and to prescribe the practices that will implement these policies. The Commissioner presents proposals, plans, programs, and budgets to the Board for its approval.

Goal #2: The Commissioner of Education will coordinate and administer the affairs of the three divisions within the State Department of Education.

Objectives:

1. Develop procedures for approval of all contracts entered into between the Department and outside agencies or firms.
2. Hold biweekly meetings with assistant commissioners and monthly meetings with Department staff.
3. Present evaluation for unclassified personnel under the supervision of the Commissioner.
4. Review Department activities for achieving State Board adopted goals.

Summary Evaluation: For Fiscal Year 1979, the Commissioner presented the following proposals, plans, programs, and the budgets to the Board for its approval.

The following is documented in Board agenda and minutes.

FISCAL YEAR 1979

PLAN	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Adult Basic Education						X	X	X	X			
Agency State Plan and Projections	X	X	X	X								
Career Education	X			X					X	X		X
Community Junior College					X	X	X	X	X		X	
Environmental Education		X					X	X				
Migrant Education, Title I	X	X										
Nutrition Education	X	X	X								X	X
School Food Service				X			X	X	X	X	X	
Special Education	X								X	X	X	X
Special Education, Title VI-B	X								X	X	X	X

FISCAL YEAR 1979

PLANS	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Title I								X	X	X	X	X
Title IV	X	X	X				X					X
Title V	X	X	X					X		X		
Vocational Education								X	X	X	X	X
PROPOSALS												
Accreditation and Evaluation of Program Approval of Four-Year Colleges			X		X	X	X	X				
Accreditation of Schools	X	X		X	X					X	X	X
Bond Issuance	X	X	X	X	X	X	X	X	X	X	X	X
Certification Requirements	X	X		X	X	X			X	X	X	X
Certification Review Committee										X		
Competency-Based Education	X		X		X	X	X	X				
Construction of Buildings		X	X					X	X	X	X	
Due Process Appeals		X	X				X	X			X	X
Interlocal Agreements	X	X			X					X		X
Legislative Proposals		X	X	X	X			X	X			
Membership to and Actions of Advisory Council	X	X	X	X	X	X	X	X	X	X	X	X
Professional Teaching Practices Commission		X	X				X	X		X		X
Proposed Tuition Changes	X	X	X					X				
Rules and Regulations	X	X	X		X	X				X		
Task Force and Position Paper for Continuing Education	X	X								X	X	
Transfer of Territory		X	X	X	X	X	X	X	X	X	X	X
PROGRAMS												
Competency-Based Program							X					
Proprietary Schools	X	X	X	X		X	X	X	X	X		X
Community Junior College Course Approval		X			X		X		X	X		
Community Education			X			X		X	X			
Consumer Education									X			
Environmental Education		X	X									
Federal Funded Programs: Right-to-Read and Early Childhood										X	X	
Vocational Programs	X				X					X	X	X
BUDGET												
Agency		X					X				X	
State School for the Visually Handicapped	X	X	X	X		X			X	X	X	X
State School for the Deaf	X	X	X	X		X			X	X	X	X
Area Vocational-Technical Schools								X	X	X	X	X
New Programs								X	X	X		

FISCAL YEAR 1979

PLAN	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov	Dec.
NEEDS ASSESSMENT												
Learner Needs Assessment							X	X		X		
Vocational Education	X	X	X			X				X	X	
Public Hearings				X	X	X		X	X	X	X	

Need #3: Under policies established by the Board, the Commissioner of Education carries out the general supervision of public instruction in public school districts, the area vocational-technical schools, the community junior colleges, the School for the Deaf, and the School for the Visually Handicapped.

The Commissioner's administrative responsibilities include the following:

A. Coordinating public education programs and activities within the state;

B. Administering laws concerning standards, courses of study and curriculum, school libraries, and the rules and regulations related thereto;

C. Performing the duties related to schools in the manner prescribed by law;

D. Informing the local education agencies of the various specialized courses of study for elementary, junior high, senior high, and community junior college programs;

E. Defining standards of excellence in all matters relating to administration and instruction within public schools as well as accrediting those institutions in which the standards are maintained;

F. Coordinating and administering vocational programs for secondary, post-secondary, adult, and disadvantaged citizens;

G. Administering state and federal funds which are distributed to the local education units;

H. Interpreting laws governing the rights and powers of local education boards and officials, subject to the rulings of the attorney general;

I. Certifying teachers and administrators for employment in the public schools;

J. Licensing proprietary schools operating in the state;

K. Providing leadership for developing programs and practices contributing to continual improvement in education for all Kansans.

Goal #3: The Commissioner of Education will provide leadership for the public school districts, the area vocational-technical schools, the community junior colleges, the School for the Deaf, and the School for the Visually Handicapped in planning and conducting studies that offer the basis and rationale for proposing policies and priorities for the improvement of education in the state.

Objectives:

1. Coordinate existing educational programs in the state and initiate the development of new programs to meet identified needs.
2. Interpret laws relating to education, inform local education agencies of the laws, and ensure that the laws are upheld.
3. Define standards of excellence in education and accredit schools and certify teachers and administrators according to these standards.

Summary Evaluation: Listed below the Commissioner's responsibilities — indicated by numerals — are activities and services completed in Fiscal Year 1979 — indicated by letters.

1. Coordinating public education programs and activities within the state:
   A. Adult Basic Education Program
   B. Advisory Councils
      (1) Adult Education
      (2) Community Junior Colleges
      (3) Council of Presidents
      (4) Deans and Directors of Instruction
      (5) Environmental Education
      (6) Federal Title IV
      (7) Guidance and Pupil Personnel Services
      (8) Professional Teaching Practices Commission
      (9) Professional Teaching Standards Board
      (10) Proprietary Schools
      (11) School Library/Media
      (12) Special Education
      (13) Vocational Education
   C. Bicycle Safety Education
   D. Driver Education
   E. Economic/Consumer Education
   F. Kansas State School for the Deaf
   G. Kansas State School for the Visually Handicapped
   H. Proprietary Schools
   I. Reading
      (1) Administrator's Training
      (2) Kansas Right-to-Read
      (3) Title I In-service Reading Projects
   J. Special Education
      (1) Child Identification Project
      (2) Comprehensive Planning for the Handicapped
      (3) Deaf/Blind Project
      (4) Fellowships and Traineeships
      (5) Individual Education Program
      (6) Midwest Regional Resource Center
      (7) Paraprofessional Training and Supervision
   K. Teacher Education
2. Administering laws concerning standards, courses of study and curriculum, school libraries, and the rules and regulations related thereto:
   A. Department review of all rules and regulations
   B. Procedure for approving Community Junior College programs and courses including off-campus offerings
   C. Teacher Education and Program Approval
3. Performing the duties related to schools in the manner prescribed by law:
   A. State Plans and Grants
      (1) Adult Education (Plan)
      (2) Agency State Plan and Projections
      (3) Career Education (Plan)
      (4) CETA (Comprehensive Employment and Training Act) (Grant)

(5) Community Junior College (Plan)
(6) Environmental Education (Plan)
(7) Nutrition Education (Plan)
(8) Right-to-Read (Grant)
(9) School Food Service (Plan)
(10) Special Education Federal, Title VI (Grant)
(11) Special Education (Plan)
(12) Summer Food Service (Plan)
(13) Title I (Grant)
(14) Title IV (Plan)
(15) Vocational Education (Plan)

B. Review and analysis of forms for education agencies

4. Informing the local education agencies of the various specialized courses of study for elementary, junior high, senior high, and community junior college programs;
   A. Career Education — Statewide Concept
   B. Publications — Agency
5. Defining standards of excellence in all matters relating to administration and instruction within public schools as well as accrediting those institutions in which the standards are maintained;
   A. Accreditation
      (1) Area Vocational-Technical Schools
      (2) Committee Study of Rules and Regulations
   B. Community Junior Colleges
   C. Competency-Based Education and Graduation Requirements
   D. Institutions of Higher Education — Teacher Education Programs
   E. Proprietary Schools
6. Coordinating and administering vocational programs for secondary, post-secondary, adult, and disadvantaged citizens;
7. Administering state and federal funds which are distributed to the local education units;
   A. Audits
      (1) Adult Education
      (2) Attendance Centers
      (3) Driver Education
      (4) Enrollment
      (5) Federal Programs
      (6) P.L. 89-10 Employees
      (7) Postsecondary Education
      (8) School Food Service
      (9) Special Education
      (10) Surplus Property
      (11) Transportation
      (12) Vocational Education
   B. Community Junior College Budgets
   C. Data Processing Services Including School Finance Proposals
   D. Early Childhood Education

E. Federal Aid
   (1) Adult Basic Education
   (2) Comprehensive Employment and Training Act
   (3) Education of Handicapped Children
   (4) Education Professions Development Act
   (5) Elementary and Secondary School Aid
   (6) Food Assistance
   (7) National Defense School Aid
   (8) Ozark Regional Commission Grants
   (9) Vocational Education Amendments of 1968
F. Migrant Projects
G. Kansas State Department of Education Budget
H. School District Budgets
I. School District Equalization Act
J. State Aid
   (1) Adult Basic Education
   (2) Area Vocational-Technical School Program — State
   (3) Community Junior College Credit Hour State Aid
   (4) Community Junior College Out-District State Aid Entitlement
   (5) Fort Leavenworth School District
   (6) Municipal University Fund
   (7) Postsecondary Aid for Vocational Education
   (8) School Food Assistance Fund
   (9) Special Education Services Aid
   (10) State Safety Fund
   (11) State School Equalization Aid
   (12) Vocational Education Program Aid — Community Junior Colleges
   (13) Vocational Education Program Aid — Unified School Districts
K. Title I
   (1) Diagnostic Team Approach In-service Project
   (2) In-service Reading Projects (see Reading)
   (3) Parent Involvement Activity for Action
   (4) Study of Individual Projects
L. Vocational Education
   (1) Disadvantaged and Handicapped Funds
   (2) Formula for Distribution of Funds

8. Interpreting laws governing the rights and powers of local education boards and officials, subject to the rulings of the attorney general:
   A. Affirmative Action Program
   B. Publication of School Laws
   C. School Bond Hearings
   D. Standardized Accounting Procedures for Community Junior Colleges
   E. Transfer of Territory

9. Certifying teachers and administrators for employment in the public schools:
   A. Inter-Agency Coordination
   B. Professional Teaching Standards Board Study

10. Licensing proprietary schools operating in the state;
11. Providing leadership for developing programs and practices contributing to continual improvement in education for all Kansans.
    A. Information System for Improving Education
    B. Learner Needs Assessment — 6th and 12th grade testing for achievement
    C. Workshops
        (1) Adult Education
        (2) Career Education
        (3) Community Junior College Budget
        (4) Curriculum
        (5) Driver Education
        (6) Evaluation
        (7) Federal Programs
        (8) North Central Association Evaluation
        (9) Reading
        (10) School Food Service
        (11) School Law
        (12) Special Education
        (13) Teacher Education
        (14) Title IX
        (15) Unified School District Budgets
        (16) Vocational Education
    D. Kansas State Board of Education Goals
    E. Competency-Based Education
    F. Vocational Education Needs Assessment

Need #4:

No department or agency of state government can operate for long without involvement of one kind or another with other state agencies or departments. In order to maintain uniformity in essential administrative procedures, the State Department of Education operates in conjunction with the State Department of Administration, especially the units concerned with budget and personnel. The business affairs of the State Department of Education, just like every other branch of the state government, are subject to the scrutiny of the public examiner.

Contacts, not embracing the entire gamut of activities and services, exist between such agencies as the Department of Revenue, the Department of Health and Environment, and the Department of Social and Rehabilitation Services. The policies, rules, and regulations which the State Department of Education promulgates are often affected by requirements or other factors in one or more other state departments.

The "Organization for Administering Educational Services" chart on the following page delineates the relationship between agencies that is required for the State Department of Education to fulfill its mission and objectives.

Goal #4:

The Commisioner of Education will encourage and support cooperation with other state agencies and institutions to ensure progress in all aspects of education.

Objectives:

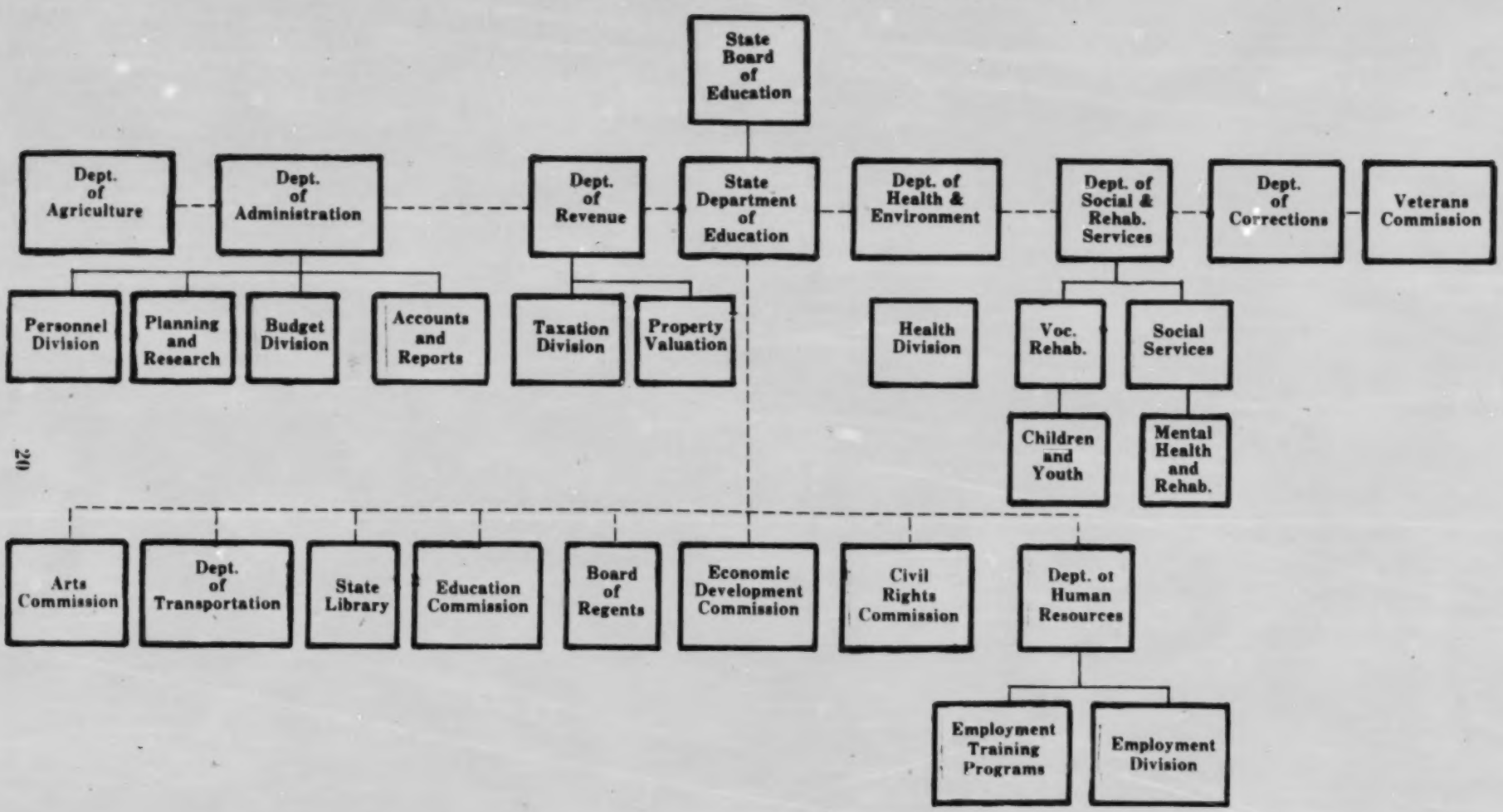
1. File rules and regulations.
2. Inform local education agencies about rules and regulations affecting schools.
3. Represent the Department on the Governor's cabinet or name a designee for serving in that capacity.

Summary Evaluation: The following list identifies those agencies which assisted the Department in fulfilling its mission and objectives.

KSDE	Department of Administration	Department of Revenue	Department of Health & Environment	Department of Social and Rehabilitation Services	Department of Corrections	Education Commission	Department of Transportation	Board of Regents	Arts Commission	Labor Department	Economic Development	State Library	Commission on Civil Rights	Veterans Commission	Examining Boards	Department of Agriculture
Agency	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Adult Basic Education	X	X	X	X	X					X	X	X	X	X	X	
Career Education	X	X						X	X	X	X	X			X	
CETA	X	X		X	X					X	X	X	X	X	X	
Community Junior College	X	X	X	X	X	X		X		X	X	X	X	X	X	
Migrant Education	X	X	X	X			X			X	X	X	X	X		
Nutrition Education			X	X												
Right-to-Read	X	X		X												
School Food Service	X	X	X	X						X	X		X			X
Special Education	X	X	X	X		X	X	X				X				
Summer School Food Service	X	X	X								X					X
Title I	X	X	X	X			X									
Title IV	X	X				X						X				
Vocational Education	X	X	X	X	X			X		X	X		X	X	X	X

29

STATE ORGANIZATION
for
ADMINISTERING EDUCATIONAL SERVICES



Need #5: The state legislature passed a law calling for pilot testing of a single statewide competency test in reading and math for second, fourth, sixth, eighth, and eleventh graders for the 1978-1979 and 1979-1980 school years. At the conclusion of the two-year program, the results may be studied and evaluated during the interim session of the 1980-81 legislative session. Unified school districts and accredited private schools had the option to participate or not in the final year of the pilot program, but all students in the five grade levels will be required to take the test in 1979-80 school year. Department representatives will evaluate the 1979-80 test results to determine if a competency program to improve students' basic skills is needed in the state. A report of the results and recommendations will be made to the State Board of Education, legislators, and the Governor for possible future action.

The concept of competency-based education as a way of giving meaning to mastery of basic skills, such as reading and mathematics, and of encouraging parents to work with students is highly supported by the Department. However, the Department's competency testing strategy is to avoid rushing the implementation of such a program without considering all the important aspects, effects, and ramifications and without developing adequate communication with those chiefly affected. If a competency-based education program is to be more than a political response to a complex set of social, educational, and financial problems, citizens, legislators, and educators must be involved in its design and implementation.

Goal #5: The Commissioner of Education will provide leadership and consultative assistance in the development of learning objectives and a criterion-referenced assessment instrument for pilot testing a competency-based education system in accordance with Senate Substitute for H.B. 3115, 1978 Legislative Session. (K.S.A.-72-9401 *et seq.*)

Objectives:

1. Approve a procedure for analyzing the assessment data in 1979-1980 school year.
2. Make a final draft pursuant to the provisions of Senate Substitute for H.B. 3115 to the State Board of Education. (K.S.A-72-9401 *et seq.*)

Summary Evaluation: The Department developed the following set of principles to indicate the characteristics of a Competency-Based Education program for State Board of Education adoption on January 19, 1978.

1. *Minimum* competencies to be demonstrated by all students by the time they are graduated from high school should be established by the State Board of Education. Local education agencies are encouraged to increase competency levels and add to this any other competencies they feel to be appropriate for their students.
2. The local education agency should determine the nature and the most effective methods of implementing the instructional programs so as to develop these competencies.
3. Primary responsibility for ensuring that local programs do provide for the attainment of the required competencies will rest with the local education agency. The Kansas State Department of Education will serve as a resource to the local education agency, upon request for assistance in program development and evaluation.
   gram development and evaluation.
4. The minimum competencies established by the State Board of Education shall initially be restricted to reading and mathematics.
5. At the elementary levels, primary emphasis will be placed on academic competencies. At the secondary level, the *life or living* skills will be emphasized in the areas of reading and mathematics.

6. Remedial programs funded by the state and administered by the local education agency shall be implemented if the need is indicated.
7. The results of the competency-based testing program will be used at the discretion of local education agency personnel. It is anticipated that the primary use will be for improvement of the student's instructional program.
8. The competency-based education program is designed for all students, except those specifically excluded by their individual education plan.

The operational plan of activities for the competency-based education program is as follows:

Phase I — February 1, 1978 through June 30, 1978

1. Select objectives
   This will be accomplished by an ad hoc committee composed of the following:
   A. Competency-based education staff of State Department of Education
   B. Subject matter specialists of State Department of Education
   C. Local school administrators and testing specialists
   D. Classroom teachers in grades and subject matter areas involved
2. Hire and train State Department of Education staff
3. Conduct conferences and workshops for both lay people and professional educators in state to discuss the value of the planned program.

Fiscal Year 1979 — July 1, 1978 through June 30, 1979

4. Contract for test development
5. Select sample schools
6. Provide training workshops in pilot schools in September on mechanics of test administration
7. Test in April
8. Receive results in June
9. Test specialists from KSDE will assist pilot schools in test analyses and interpretation beginning in June, 1979.
10. Subject matter specialist of State Department of Education will assist pilot schools in program modification beginning in September, 1979.

Phase II — July 1, 1979 through June 30, 1980

1. Re-evaluate pilot program:
   A. Make needed changes in objectives
   B. Make changes in overall mechanics of the program
2. Plan series of conferences and workshops on statewide basis
3. Test in April — all schools, grades 2, 4, 6, 8, and 11 in the areas of reading and mathematics.
4. Receive results in June
5. Conduct series of workshops in test interpretation
6. Conduct series of workshops in program modification

(See Summary Evaluation for Goal #6 under Division of Education Services and Issue Paper #1)

AGENCY GOALS
for
DIVISION OF AGENCY SERVICES

Need #1: It is generally conceded that the success of any human endeavor is closely related to the quality of personnel who perform the tasks necessary to the achievement of purpose, as well as to the conditions which affect their physical and mental well-being. This assumption is as applicable to state agencies as it is to any other organization of human effort. The extent to which public education succeeds will depend largely upon the quality of the personnel engaged in the educational process, both directly and indirectly, and upon the effectiveness with which they discharge individual and group responsibilities. The agency is important, for organizational purposes; resources, of course, are significant; well-designed programs are essential; and leadership is vital. But the most crucial single element in the educative process is the people charged with the task of affecting, directly or indirectly, desirable growth in the children, youth, and adults who attend Kansas educational institutions.

Employees of the State Department of Education, classified and unclassified, fall into the following general work categories:

A. Official and Administrative: Occupations in which employees recommend Board policies, exercise overall responsibility for execution of these policies, or direct individual divisions/sections or special phases of the agency's operations, or provide specialized consultation on a regional, district, or area basis.

B. Professional: Occupations which require specialized and theoretical knowledge which is usually acquired through college education plus work experience and/or other training which provides comparable knowledge.

C. Technical: Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized secondary or postsecondary school education or through equivalent on-the-job training.

D. Office and Clerical: Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an office.

E. Skilled Craft: Occupations in which workers perform jobs which require special manual skills.

Goal #1: The Division of Agency Services will implement a personnel system which recruits, selects, inducts, develops, and evaluates quality employees to assure the Department's productivity.

Objectives:

1. Revise the goals and timetable's portion of the Affirmative Action Plan according to changes in the Department workforce and the availability of minorities, handicapped, and women in the labor market and increase recruitment efforts towards attracting qualified individuals from these groups for employment consideration.
2. Assess and analyze the Department's needs in the areas of staff orientation, training, development, and evaluation and implement in-service programs or activities to meet these needs.

Summary Evaluation: It is in the best interest of the Department to ensure that all managers (directors, coordinators, and supervisors) have been advised of proper personnel procedures. To determine needs in the area of management, an assessment was conducted in the Department in Fiscal Year 1979. The needs identified in the assessment will be developed into in-service projects for staff in Fiscal Year 1980.

This division works closely with the Affirmative Action Office in order to recruit qualified minority, female, and handicapped applicants. A mailing list of organizations and groups for minority, female, or handicapped persons was compiled and all position openings in the Department are sent to these groups.

The system for evaluating the performance of unclassified personnel was closely scrutinized the past year. Department representatives reviewed other agencies' instruments used for evaluation and recommended improvements in the current system. A report on the recommendations was made to the Executive Committee.

In addition to completing in-house obligations, this division made ten presentations concerning personnel policies and practices to local education agencies at their request.

Need #2:

The State Department of Education operates under fifteen state plans and grants with a total, annual dollar volume of approximately 350 million dollars. The following schedule indicates the time lines and procedure for developing state plans.

STATE DEPARTMENT OF EDUCATION
SCHEDULE FOR STATE PLANS & GRANTS
FISCAL YEAR 1980

PLAN	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Adult Education	C	D	E								A	B
Agency State Plan and Projections					A	B	C	E				
Career Education			A	B	C	D	E					
Community Junior College				A	B	C	D	E				
Environmental Education Phase II	C	E										
Migrant Education		C	E									
Right-to-Read*	Adopted in 1977 to be in effect through 1980											
School Food Service	B	C	D	E								A
Special Education Federal, Title VI			A	B	C	D	E					
Special Education State		A	B	C	D	E						
Title I*		A	B	C	D	E						
Title IV	A	B	C	D	E							
Title V-B	A	B	C	D	E							
Vocational Education		A	B	C	D	E						

* These plans are required to go to A-95 only. (A-95 State Clearinghouse involves grant and project administration.)

A. Executive Committee receives progress report of the plan from either a representative of the section responsible for the plan or the director of Program Analysis and Evaluation Section.

B. State Board receives a preliminary review of the plan and its status. The assistant commissioner, or his representative, will make a preliminary review. The review will consist of a two-page summary.

C. The Board receives a copy of the plan and sets the hearing date. The Board's secretary will send copies of the plan to the Board members. Either a representative of the section reponsible for the plan or the director of Program Analysis and Evaluation Section will write a summary paragraph for the hearing notice. State Planning and Research Division receives five copies of the plan for Governor's approval. (Between C and D, the plan is reviewed by Legal Services Section.)

D. State Board holds a public hearing on the plan. Either a representative of the section responsible for the plan or the director of Program Analysis and Evaluation Section will incorporate the input received from the hearing into the plan.

E. State Board approves or disapproves plan.

Goal #2: The Division of Agency Services will coordinate official state plans, which analyze and evaluate educational programs.

Objectives:

1. Complete assignment or request for writing, researching, or reacting to data or information concerned with educational programs.
2. Review and/or assist in developing evaluation designs or contracts for evaluation to be used for program evaluation of plans and grants.
3. Write -- and/or assist in writing -- and develop the state plans and grants to ensure their meeting the state and federal requirements for plans.
4. Coordinate and develop research projects as assigned by the assistant commissioner of Agency Services Division or Commissioner of Education.

Summary Evaluation: Forty requests for services in the areas of writing and research were received from the Department staff. The request sheets which contain a description of the service, time to complete the service, and date the service was completed are on file in the Program Analysis and Evaluation Section.

Seven evaluation designs were reviewed: designs for evaluation of projects in special education in-service, migrant education, personnel, nutrition education, environmental education, and vocational education. Copies of the reviewed designs and accompanying comments are on file in the Program Analysis and Evaluation Section.

All fifteen plans and accompanying Governor's letters of approval are filed in the Program Analysis and Evaluation Section, Division of State Planning and Research, and the respective section responsible for a plan.

Need #3: There is a growing demand for valid information by educational policy-makers and decision-makers in local school districts and community junior colleges, in the state legislature, and in other state agencies. Before an assessment of current educational programs and proposals for improvement activities can occur, a great deal of information pertaining to the programs has to be collected and analyzed. As a result, the State Department of Education is in the process of developing an information system which will be able to accumulate, store, and retrieve data in response to requests.

When in operation, the information system will integrate all of the information essential to the needs of the local districts and educational institutions served by the Department as well as the management needs within the Department. Such a system will eliminate the duplication of data collection and processing, thus saving time and effort for all parties interested in the data. Finally, the system will process the information to ensure accuracy, timeliness, and reliability.

The information system involves three processes:

A. Preparation of data acquisition forms, administration of data surveys, correlation of the information, and analysis of data collected.
B. Application of electronic data processing to predetermined data, analysis procedures, and output formats.
C. Translation of information to be disseminated into appropriate formats and preparation of necessary copies.

Goal #3: The Division of Agency Services will collect, analyze, store, retrieve, and disseminate educational information.

Objectives:

1. Provide in-service training in the utilization of the Word Processing Center Unit, Publications and Graphic Arts Unit, and mail services to new Department employees.

2. Provide mass mailing facilities packets for identified groups, mailing lists, and intra-Department mail service.
3. Maintain and execute on a timely basis those computer systems that require minimum through major redesign because of legislative changes, reporting requirements, or constantly changing data.
4. Inform the public of State Board of Education and Department activities and prepare, develop, and distribute the *Kansas Educational Directory for 1978-79* to appropriate organizations and agencies.
5. Provide copy service, centralized typing service, and graphic arts technical services to the personnel of the Department in order to ensure efficiency, standard format, and acceptable quality of departmental documents.

Summary Evaluation: In-service training sessions for thirty-one new staff members were conducted on August 7 and November 13, 1978, and January 25 and June 27, 1979. Participants' evaluations of the four workshops are on file in the Word Processing Unit.

Intra-departmental mail was sorted and distributed twice daily. Scheduled mailings were made to those who receive materials regularly from the State Department of Education in bulk packages to receive advantageous postal rates. The bill for mass mailing varies from two hundred to six hundred dollars per week. Schedules of mail delivery and mailing expense bills are on file in the Information Service Section.

New or redesigned computer programs for distribution of funds for data reporting systems of local education agencies, school equalization, school food services, Title I, and voational education are on the disk file in the Division of Computer Services, State Department of Administration. New computer applications for efficient management information decisions or computerization of applications which may be performed more efficiently through computerization were completed as follows:

100% - Completed - A payment voucher system for Title I payments

90% - Completed - A totally new system for issuing teacher certificates and a revised system for school accreditation

20% - Completed - A child care food service payment system

Eighty-five information releases were sent to radio, television, and newspaper representatives. Upon request from agency staff members, additional news releases were made to the appropriate media. Copies of all news releases are on file in the Information Services Section.

The *Kansas Educational Directory for 1977-78* was reviewed by the Commissioner's Council, and suggested changes were incorporated into the final draft of the directory. On November 17, 1978, copies of the directory were distributed to local education agencies and organizations. As of July 1, 1979, all 8,000 copies of the directory had been distributed.

The monthly average lines per typist in the Word Processing Unit ranged from a high of 25,700 in May to a low of 12,680 in November. The low average for November can be attributed to fewer working days. Evaluation of these services occurred periodically. Forms used for the evaluation and summary of the collected information are on file in the Word Processing Unit.

Ninety-seven percent of all agency copy service requests have been provided to the Department. Copy materials totals 550,000 to 600,000 impressions per month as indicated by the computer printouts which identfy internal and external processing of copy services and by a job log report.

Need #4: The legal issues that affect education are diversified and complex. The number of decisions involving laws that govern education which have been handed down by

various courts has expanded in recent years. State Department of Education personnel, school boards, administrators, and teachers are aware of various legal factors, such as understanding legal terms and acquiring a competency in reading decisions; but total awareness of the legal implications of whether a court decision has only local rather than state impact or whether a decision rests on an interpretation of a statute or on a constitutional question entails knowledge acquired through legal experience or education.

"Ignorance of the law" is no longer accepted or justified. Many education-related issues would never be litigated if legal assistance, either from the local or state level, were available. State and school officials can be expected to know only so much about school law and constitutional rights. After that, legal assistance is needed to interpret all factors related to the issues.

Goal #4: The Division of Agency Services will provide legal interpretations and legal review of agreements, contracts, state plans, rules and regulations, court decisions, proposed and current legislation, and other matters relating to school law.

Objectives:

1. Review educational legislation and legal opinions and cases, incorporate changes into *School Laws of Kansas*, and print and distribute *School Laws of Kansas* to local education agencies.
2. Review, approve, and coordinate the many phases necessary for all of the agency's rules and regulations to be adopted by the State Board of Education and file them with the Revisor of Statutes.
3. Review and/or approve submitted contracts, state plans, interlocal agreements, and other such documents, prior to the affixing of the required signatures.
4. Conduct bond and other hearings as assigned by the State Board and submit reports and recommendations.
5. Maintain school district organization records, assist in interpreting the meaning thereof, and furnish copies upon request.

Summary Evaluation: Final corrections of the K.S.A. Chapters 71 and 72 of the 1978 legislation on education will be sent to the printer at the end of July, 1979. The balance of the 1978 legislation has been phototypeset in the Publications and Graphic Arts Unit and will be proofread and pasted up during the summer of 1979.

Copies of the new material and an updated copy of the *School Laws of Kansas* are on file in Legal Services Section.

Twenty-three articles containing the agency's "Kansas Administrative Regulations" were filed with the Revisor of Statutes by the Legal Services Section during Fiscal Year 1979 for the Kansas State Board of Education. Copies of the regulations are on file in both offices.

The Legal Services Section reviewed eight state plans and thirty contracts and/or interlocal agreements. Suggested revisions and comments were sent to the respective section in charge of the plans, contracts, and/or interlocal agreements. Revised documents are on file in either the Legal Services Section or their respective section.

Legal Services Section conducted fifteen bond hearings and three transfer of territory hearings during Fiscal Year 1979. These activities occurred between July, 1978, and April, 1979. Copies of the recommendations and reports made to the State Board of Education are on file in Legal Services Section as well as in the Board minutes.

Need #5: The food service programs administered by the State Department of Education exert major nutritional influence on the students in the state education institutions. The extensive programs of applied nutrition help develop good eating habits which set a pattern for the maintenance of good health throughout life. The programs provide learning experiences about food and food values which reinforce classroom learning through actual practice.

The School Food Service programs have experienced a continuous expansion from the time school lunches were given permanent status in 1946, growing from approximately thirty attendance centers participating to 1,728 in 1979. The immense increase in participation indicates that food service programs have become an integral part of the total education program.

However, because the School Food Service is classified as administration rather than education and because the federal jurisdiction agency is the United States Department of Agriculture rather than Health, Education, and Welfare, this function is placed in the Division for Agency Services rather than in the Division for Educational Services within the State Department of Education.

Goal #5: The Division of Agency Services will approve, monitor, and evaluate School Food Service programs.

Objectives:

1. Write and develop *School Food Service State Plan for Fiscal Year 1980.*
2. Coordinate and assist in the presentation of twenty vocational training classes for school food personnel in cooperation with selected schools and the Vocational Education Administration Section.
3. Provide supervisory assistance to school food authorities through on-site visits, workshops, *School Food News*, and communications via telephone and correspondence.
4. Coordinate the administrative responsibilities of the National School Lunch Program, which includes programs in school lunch, school breakfast, special milk, child care, and nutrition education.

Summary Evaluation: The *Nutrition Education and Training State Plan for Fiscal Year 1980* will be approved by the State Board of Education at the August, 1979, meeting. The *School Food Service State Plan for Fiscal Year 1980* was approved by the State Board at the May, 1979, meeting.

Approved copies of the *Nutrition Education and Training State Plan for Fiscal Year 1980* and the *School Food Service State Plan for Fiscal Year 1980* with accompanying letters of approval from the Governor are on file in the School Food Service Section.

The School Food Service Section coordinated and assisted in the presentation of twenty-three vocational training classes for 600 school food service personnel. An announcement of classes and registration forms was mailed to all public and private schools who participated in the school food service programs.

The School Food Service Section provided supervisory assistance to school food authorities through 750 on-site visits by school food service specialists. Reports completed during each on-site visit are on file in the School Food Service Section.

Eleven one-day workshops were conducted in August, 1978, for approximately 1,750 food service and recordkeeping personnel at the following locations: Atchison High School, Atchison; Allen County Community Junior College, Iola ; Bluestem High School, Leon; Schlagle High School, Kansas City; Seaman High School, Topeka; Manhattan High School, Manhattan; Plaza Towers, Hutchinson; Hilton Inn, Garden City; Little Cafe, Oakley; Russell High School, Russell; and St. Jospeh Elementary, Wichita.

Meetings were centrally located so that all food service and recordkeeping personnel could participate. These meetings were held to familiarize food service personnel with up-to-date information for the current school year. All participants of the August workshops evaluated the programs and material; the following percentages represent the statewide evaluation. Programs and materials were not applicable — 2 percent; somewhat applicable — 29 percent; very applicable — 69 percent.

Approximately 450 child nutrition program applications and agreements and seventy food service equipment assistance applications were reviewed. All correspondence and memoranda pertaining to these transactions are on file in the School Food Service Section.

Need #6: The 186 employees of the State Department of Education are housed in a leased three-story structure of 53,445 square footage; 43,227 square feet is used for office space and the remaining 10,218 square feet for supplies. At a yearly cost of $151,000 for rent, the Department pays $2.81 per square foot in the rental cost.

The maintenance program includes the analysis of building space, the day-to-day physical operation of the agency, the upkeep of equipment, and the acquisition and dispersal of supplies. Personnel who are responsible for these duties include a storekeeper II and a maintenance repairman.

Goal #6: The Division of Agency Services will provide a maintenance program to ensure maximum service from the facilities and to contribute to the comfort and welfare of the occupants in the building.

Objectives:

1. Plan the most efficient use of office space.
2. See to repairs of building and equipment and maintain attractive appearance of building.
3. Purchase and disperse supplies.

Summary Evaluation: In Fiscal Year 1978, numerous areas of the building were remodeled to accommodate the Department staff members. Weekly maintenance reports list such activities as reconstruction and painting of walls; installation of doors, wiring, and telephones; and movement of files, desks, and bookcases. Relocation of both support and professional staff occurs periodically due to prioritization of Department functions for each fiscal year.

In addition, upkeep of the building included replacing ceiling tile, extensive repairing of the roof and basement, and rewiring portions of the building to reduce electrical overload. Negotiations for janitorial services which occurred in this fiscal year involved familiarizing the new custodians with the premises.

All maintenance reports and the janitorial contract are on file in the office of the assistant commissioner of Agency Services.

Need #7: The Kansas School for the Visually Handicapped at Kansas City and Kansas School for the Deaf at Olathe are under the administrative authority of the State Board of Education and the Commissioner of Education. Due to the location and logistics of the residential schools, the Board and Commissioner can not be involved in the detailed review of the schools' day-to-day problems and decisions. Therefore, a representative of the Department is needed to act as a liaison between the Board, Commissioner, and the residential schools.

The liaison role has been assigned to the Division of Agency Services because of its function involving personnel, salary, planning, and building maintenance. The divi-

sion's assistant commissioner meets monthly with representatives of the residential schools and discusses salary schedules, affirmative action plan, personnel, and interchange of students between the residential schools and the public schools. On-site visits are made to the residential schools to ensure Department familiarity with the special services for the vision and hearing handicapped provided by the schools.

Goal #7: The Division of Agency Services will act as liaison for the Department with the State schools responsible to the State Board of Education -- School for the Deaf and School for the Visually Handicapped.

Objectives:

1. Participate in hiring of personnel to ensure compliance with state salary schedule and affirmative action plan.
2. Conduct monthly meetings with representatives of residential schools and schedule on-site visits to the schools for the purpose of becoming familiar with their special services and needs.

Summary Evaluation: The Department assisted the two schools in developing personnel policies and salary schedules for this fiscal year. Periodic on-site visits to the schools were made by the Commissioner, assistant commissioner, and State Board members to observe classroom operation, new mechanical devices to assist hearing or visually handicapped children, and dormitory facilities. Progress reviews from both schools were reported to the State Board of Education in its July, October, and December, 1978, and February and April, 1979, meetings.

AGENCY GOALS
for
DIVISION OF EDUCATION SERVICES

Need #1:

There are four functions involved in the Education Services Division of the State Department of Education: administration of educational programs, initiation and development of regular and special programs, program approval and ensurance of rules and regulation compliance, and program assistance in meeting as well as exceeding minimum regulatory provisions.

The administration of educational programs coordinates and directs the establishing of program objectives, the determining of projects or activities to fulfill those objectives, selecting the best qualified persons to do the projects, monitoring the activities, and evaluating the effectiveness of the projects for the following areas and levels of education: postsecondary education, special education, state and federal programs (Right-to-Read, Driver Education, Migrant Education, Title I), and vocational education. The objectives and procedures for each program are identified in an annual plan. This type of administrative structure provides better coordination of all education programs and utilization of education specialists and decreases the duplication of program effort in the different areas of education.

Goal #1:

The Division of Education Services will coordinate the administrative activities of postsecondary education, special education, state and federal programs, and vocational education.

Objectives:

1. Organize an efficient administative system for postsecondary education which will increase the effectiveness of communication with other Departmental divisions and sections and local education agencies.
2. Implement a comprehensive system for evaluating local special education programs.
3. Provide appropriate programs for the handicapped in the regular classroom.
4. Assist in the development and implementation of all state plans relating to the Elementary and Secondary Education Act.
5. Develop applications, regulations, and other administrative guidelines for program operation in Title I, Title IV, Migrant Education, and provide assistance to applicants.
6. Determine grant allocations to each applicant based on formula criteria for Title I, Title IV, and Migrant Education.
7. Assist in coordination of fiscal, statistical, and other reporting requirements as requested by federal and state agencies.
8. Conduct workshops for federal program coordinators pertaining to application, regulations, and other program requirements in Title I, Title IV, and Migrant Education.
9. Assist in resolution of complaints, federal and state audit reports, and conflicts relating to Title I, Title IV, and Migrant Education.
10. Coordinate activities of Title I, Title IV, and Migrant Education with other divisions and sections within the State Department of Education.
11. Coordinate and provide accountability for federal, state, and local vocational education activities and funds through the annual and five-year state plan for vocational education.
12. Provide for assistance with available funds to meet the needs of the disadvantaged and handicapped population.
13. Provide for the improvement of program quality and support services in vocational education.

14. Initiate and implement programs that prepare employees for meeting the manpower needs of the state.
15. Coordinate the postsecondary education functions and responsibilites with other agencies as well as the private sector of postsecondary education.
16. Coordinate all division administrative responsibilities toward better and more realistic leadership in education.

Summary Evaluation: Time did not allow the development of a formal report on the intra-departmental communication system. However, evidence of partial accomplishment of this objective is the communication which occurred between the community junior college specialist and personnel in the Vocational Education Administration Section, Educational Assistance Section, Accreditation and Certification Section, and Program Analysis and Evaluation Section. This communication can be documented through memoranda and records of the program approval process.

Procedures were established wherein each school district/cooperative submitted a comprehensive plan (or update thereof) for providing appropriate special education services. Districts/cooperatives were given an opportunity for self-evaluation in relation to specific requirements, including each district's evaluation procedures. Each plan was reviewed, and a written notice of any areas of deficiency was returned to the submitting agency.

To follow up the plan review, special education personnel of the Department visited each district/cooperative. These on-site visits were made to ensure that the procedures were being implemented as set forth in the local comprehensive plans. A checklist showing the results of each review is on file in the Special Education Administration Section.

Annual program plans for Title I, Title IV, and Title V of the Elementary and Secondary Education Act have been completed, adopted by the State Board of Education, approved by the Governor, and submitted to the U.S. Office of Education for approval for Fiscal Year 1980. The Migrant Education Plan for Fiscal Year 1980 has been approved by the State Board of Education and will be submitted to the U.S. Office of Education as soon as it has completed the A-95 and attorney general's review process. Completed plans and accompanying Governor's letters are on file in the State and Federal Programs Administration Section.

The preliminary application forms, evaluation forms, and regulations for Title I, ESEA, were developed and distributed to all school districts. The final application form is currently being printed and will be available for distribution by September 1, 1979, as scheduled. The application packet for Title IV, ESEA, which includes the guidelines, application forms, and necessary instructions for making application for Fiscal Year 1980 was mailed to local education agencies in June, 1979. Migrant Education applications were revised and sent to all potential applicants. Applications will be processed and approved by November 1, 1979, for fall term programs and April 15, 1980, for summer programs.

Copies of all forms, guidelines, and mailing lists are on file in the State and Federal Programs Administration Section.

Technical assistance was provided to applicants in Title I, Title IV, and Migrant Education through the use of newsletters, letters, memoranda, telephone calls, and on-site monitoring. The number of letters and calls has been reduced since the development and distribution of the *State and Federal Program News*, a monthly newsletter which informs school officials of the current activities, legislation, evaluation outcomes, program application dates, and any other topic which is concerned with state and federal programs. Copies of all newsletters, letters, and memoranda are on file in the State and Federal Programs Administration Section.

Monitoring of Migrant Education projects is an on-going process, whereas Title IV projects are monitored according to a 15 percent yearly sample. Documentation of on-site monitoring of Migrant Education is the reports filed in the Title I Unit. Each of the three education specialists was assigned one-third of the total local education agencies participating in Title I. Monitoring of Title IV projects occurred in 25 percent of the Fiscal Year 1979 projects.

The Fiscal Year 1980 Title I, Title IV, and Title V allocations of $22,631,821, $3,066,714, and $724,008 respectively were determined by formula and distributed to all school districts accordingly. Records of these allocations are on file. Migrant project proposals will be accepted and processed as soon as the state plan is approved.

The State and Federal Programs Administration Section reviewed all fiscal reporting forms and methods of distribution of funds to provide data needed by the Financial Services Division for reporting and recordkeeping requirements. Meetings between personnel of the two divisions were conducted quarterly. Copies of all request and response memoranda are on file in State and Federal Programs Administration Section.

Six workshops were conducted for federal program coordinators pertaining to application, regulations, and other program requirements in Title I, Title IV, and Migrant Education during April and May of 1979. The workshops were held in Chanute, Colby, Concordia, Garden City, Olathe, and Wichita. Department representatives in Title I, Title IV-B, Title IV-C, KEDDS, and LINK presented materials to 439 teachers and administrators representing 252 unified school districts. A copy of the agenda and list of participants is on file in the State and Federal Programs Administration Section.

Written requests were sent to all school districts that required a response regarding state auditors' recommendations and/or return of funds. There were no formal written complaints received by the State and Federal Programs Administration Section that required implementation of the complaint procedures. Copies of all correspondence are filed in the section.

State and Federal Programs Administration Section personnel coordinated activities of Title I, Title IV, and Migrant Education in relation with other divisions and sections of the Department in the following activities:

Activity	Section							
	Agency Budgeting & Program Accounting	Educational Assistance	Educational Improvement & Development	Fiscal Auditing	Information Services	Program Analysis & Evaluation	Special Education Administration	Vocational Education Administration
1. In-service Workshops Conducted at Cherryvale and Leavenworth		X						
2. A Showcase America Committee		X	X				X	
3. Special Education Committee for Public Law 89-313							X	
4. State Plan Development	X	X	X		X	X		
5. Data Processing of Title I Reports		X		X	X		X	
6. Agency Budget Preparation	X		X					
7. Six Conferences and Workshops on Federal Programs		X	X					X

The coordinated activities are documented in the memoranda, agenda, and materials distributed at the workshops and conferences, which are filed in the State and Federal Programs Administration Section and the respective section listed in the chart.

All vocational education activities and funds assigned to each are identified and accounted for in the *Kansas Vocational Education Annual Plan for Fiscal Year 1980.* An accountability chart appears in the plan in each of the following areas:

1. State Administration, Chapter 4.
2. Meeting Manpower Needs, Chapter 7.
3. Consumer and Homemaking Activities, Chapter 7.
4. Exemplary and Innovative Program Activities, Chapter 8.
5. RCU and Curriculum Development, Chapter 8.
6. Vocational Guidance and Counseling, Chapter 8.
7. Personnel Training Activities, Chapter 8.
8. Sex Equity, Chapter 8.
9. Disadvantaged and Handicapped, Chapter 9.

Copies of the plan are available upon request from the Vocational Education Administration Section.

Need #2:

The Department emphasizes development of new programs that promise improvement in education. It facilitates change by encouraging all educational institutions under the supervision of the State Board of Education to experiment with promising new practices and media. Experimenting per se does not necessarily result in improvement of the educational programs. The results are first evaluated. Then promising new techniques or processes are applied to present educational practices to effect desirable changes for the improvement of operating educational programs.

The Department administers all regular and special education developmental funds, such as Title IV,C (ESEA). Responsibilities include the matching of federal monies and national programs with the actual education needs of the state and the local educational districts, providing assistance to the individual educational districts in identifying and implementing relevant educational solutions, and working toward the practical solution of the major organizational, administrative, curricular, and special education problems.

The Department is a type of clearinghouse for research in educational techniques and processes. Information about the research in the state educational projects is disseminated through the LINK program and KEDDS (Kansas Educational Dissemination/Diffusion System) to eliminate duplication of effort and to provide effective channels for demonstration and dissemination of results.

Goal #2:

The Division of Education Services will initiate and assist in the development and implementation of projects into regular and special education programs.

Objectives:

1. Seek out, identify, develop, and administer programs, projects, and procedures which hold promise for improving the quality of education.
2. Identify and utilize procedures which will ensure quality and efficient selection of projects and activities.
3. Evaluate the progress of all developmental type programs and projects assigned to this section to determine if they are meeting stated objectives and disseminate/diffuse successful and unsuccessful aspects of the programs to various publics for adaption or adoption.
4. Expand training programs for preschool and handicapped children.

Summary Evaluation: Documentation of approximately 500 inquiries by letter or telephone requesting news articles and presentations about innovative educational practices is in the files of the Educational Improvement and Development Section. Information about validated educational practices is available to all interested local education agencies and individuals and is disseminated in the *Kansas Title IV, ESEA Annual Report Fiscal Year 1978*. The report and catalogs of nationally validated practices in education are available upon request.

Approximately 110 requests for brochures, films, or slide tapes concerning programs, projects, and procedures for improving education were received in the Educational Improvement and Development Section. Additional requests originated from the announcement of the results of the five-year learner needs assessment and the jury selection of critical learner needs for Title IV, C project application in February of the current fiscal year. A final tally will be included in the next fiscal year's plan.

To encourage unified school districts to participate in seeking innovative and/or exemplary ways of meeting one or more of the critical needs of education in Kansas (as identified for Title IV projects), seven planning grants were awarded to Glasco, Junction City, Liberal, Topeka, Weskan, Wichita, and Winfield. Two new innovative-exemplary operational projects were funded for Lawrence and McLouth and six innovative-exemplary operating continuation projects for DeSoto, Easton, High Plains, two at Lawrence and Wichita.

Each project funded under Title IV, Part C, has an evaluation component. Each project's file contains three progress reports. All reports of audits and evaluations are on file in the Educational Improvement and Development Section.

This division disseminates current educational research and practices information to local education agencies and the Department through a computerized storage and retrieval system with microfiche files of research information. The file periodically is expanded and refined to include other data bases in addition to ERIC (Education Resources Information Center). For Fiscal Year 1979, 550 computer searches were completed and disseminated within a one or two week period following receipt of the request. Turnaround time on requests is a concern; the section's staff is currently working to reduce the time period to one week for all requests.

Kansas Career Information System (KCIS) was developed and incorporated into the KEDD System to expand the career information to local education agencies. Fifty sets of career information have been placed in various schools across the state. Each set contains information about 474 occupations, requirements of the jobs, and locations for job training. The information is placed on eighty-seven microfiche with 1,500 pages of hard copy available for full explanation about careers in Kansas.

Need #3:

The regulatory role of the Department is performed by this division. The regulatory responsibilities maintain minimum standards enforced by the state as necessary to safeguard the scope and quality of education available to all its citizens. *Every precaution is taken to ensure that primary responsibility for operational control of local education programs continues to be exercised by local education authorities.*

The regulatory activities consist of the following:

A. Determining that basic administrative duties have been performed by local institutions in compliance with state and federal laws.

B. Ascertaining that proper safeguards are employed in the use of public funds.

C. Enforcing health regulations.

D. Enforcing and determining the proper certification of teachers and educational personnel.

E. Ensuring that minimum educational opportunities are provided for all students, regardless of their ability, sex, race, color, or national origin.

F. Ensuring comprehensive programs of high quality and ascertaining that required procedures are used.

G. Determining if institutions are organized and functioning within the law.

Goal #3: The Division of Education Services will approve programs and ensure compliance of rules and regulations governing the programs.

Objectives:

1. Accredit elementary, secondary, area vocational-technical and postsecondary institutions according to State Board of Education rules and regulations and state statutes.
2. Assess and evaluate teacher preparation programs according to the standards adopted by the State Board of Education with continued emphasis on improvement through revising and updating standards.
3. Advise and coordinate the Professional Teaching Practices Commission, Professional Teaching Standards Advisory Board, and School Administrator Professional Standards Advisory Board according to K.S.A. 72-8501 *et. seq.*
4. Certify teachers and administrators according to certificate rules and regulations.
5. Provide assistance to all sections in matters of program approval and compliance (including P.L. 94-142 and the special education mandates in public schools and institutions and vocational education) and assist Department staff in development of rules and regulations, state plans, program materials, and studies.
6. Improve the system of planning and evaluating new and existing programs in community colleges.
7. Approve all Adult Basic Education Program applications and budgets.
8. Coordinate projects for Title I and Title IV, ESEA.
9. Assess and evaluate proprietary school applications for licensing to do business in Kansas.

Summary Evaluation: As of June 30, 1978, the following number of schools were accredited or approved by the State Board of Education in accordance with the recommendation of the accreditation committee:

1. Elementary Schools	1,233
2. Junior High Schools	130
3. High Schools	395
4. Unified School District Accreditation	7
5. Area Vocational-Technical Schools	13
6. Proprietary Schools	39
7. Community Junior Colleges	2

Accreditation reports of all schools and districts document the completion of this objective.

In cooperation with the Postsecondary Administration Section, the Accreditation and Certification Section sent an on-site accreditation team which was selected by the Professional Teaching Standards Advisory Board to visit Benedictine College

and Kansas University for the school year 1978-79. Each visiting team prepared a report of its on-site evaluation for an evaluation committee composed of Department personnel and standard board representatives. The evaluation team reviewed the reports and made recommendations for accreditation to the State Board of Education. The teacher education programs of the schools will be recommended for accreditation at the State Board of Education meeting in August, 1979.

Documentation of the completed teacher education program accreditation is the list of approved programs on file in the Accreditation and Certification Section.

The Professional Teaching Practices Commission, established by the legislature in 1969, hears and investigates cases involving the violation of professional ethics. The Practices Commission is composed of seventeen members representing various segments of the teaching profession. A staff member of the Accreditation and Certification Section serves as executive secretary to the Practices Commission and maintains the file of minutes and official action. For Fiscal Year 1979, the commission processed six complaints, which are documented in the section's files. In addition to the responsibility of the Practices Commission, legislation in 1979 delegated two advisory boards to the Department to review and recommend educational standards for teacher preparation: Professional Teaching Standards Advisory Board and School Administrators Professional Standards Advisory Board.

The total number of teacher and administrator certificates issued in Fiscal Year 1979 was 15,000. Personnel folders on all active teachers are maintained in the Certification Unit of the Accreditation and Certification Section.

A program approval procedure was developed to certify school personnel in Kansas. This type of procedure, although not fully implemented, places the responsibility for determining certification eligibility on the colleges and universities in which the teachers and administrators have completed their education. The college recommends the applicant for a specific subject or field, and the Certification Unit issues the certificate accordingly without further transcript analysis.

The Educational Assistance Section staff assisted other sections in relation to the curriculum areas. Such assistance as the following was completed in Fiscal Year 1979.

1. The health and physical education, music, business, social studies, driver education, guidance, health occupations, and special education speech, language and hearing specialists of the section provided information about their area of the Professional Teaching Standards Advisory Board and Department's Rules and Regulations Review Committee in the revision of certification and accreditation regulations.
2. The vocational and special education specialists in the Educational Assistance Section reviewed and revised portions of the state plans, and the coordinator of the section provided evaluation information for the *Title V, ESEA Program Plan for Fiscal Year 1980*. The vocational staff of the section assisted in the development of the *Vocational Education Handbook*.
3. The special education specialists assisted the Special Education Administration Section with in-service for developing individualized education programs (IEP), with the evaluation process for state grants, and with the selection of scholarship recipients.
4. The reading specialist provided information for the development of a state network of reading specialists to the Educational Improvement and Development Section. This specialist also helped the Title I specialists in the State and Federal Programs Administration Section develop eight workshop programs for one hundred teachers and contracted consultants for adult basic education staff workshops for the Postsecondary Administration Section.

5. The science specialist served on the in-service education committee of the Postsecondary Administration Section.
6. The science, physical education and health, library-media, and social studies specialists and the section coordinator served on school district and college and university evaluations upon request from the Accreditation and Certification and Postsecondary Administration Sections.
7. The industrial education specialist assisted the Vocational Education Administration Section with cooperative education vocational education program workshops.
8. The guidance specialists assisted with implementing the pilot program of competency-based education.
9. The science specialist participated in the development of Phase One of the *Environmental Education State Plan*.
10. The coordinator of the Educational Assistance Section assisted in the development of a curriculum for energy education.

All requests are documented in the files of the Educational Assistance Section.

The vocational education staff assigned to the Educational Assistance Section -- which includes specialists in industrial education, business, and home economics -- assisted the Accreditation and Certification Section and the Postsecondary Administration Section in determining approval status of proposed vocational programs for school districts, area vocational-technical schools, and community junior colleges.

Vocational education staff members also assisted the Postsecondary Administration Section in developing guidelines for adult programs and standards for home economics teacher education program approval and in a review of a home economics teacher education program which had been placed on provisional status. The educational assistance staff also helped the Vocational Education Administration staff audit the evaluation process used in vocational education programs in area vocational-technical schools, community junior colleges, and unified school districts.

The section's program specialists in industrial education, business, health occupations, and special education recommended certificate endorsements in their respective areas to the Certification Unit of the Accreditation and Certification Section.

The health occupations specialist served in an advisory capacity to the Certification Unit's School Nurse Certification Committee. All activities are documented through records filed in the Educational Assistance Section.

Evaluation

The following number of educational programs were approved in Fiscal Year 1979.

		Approved	Disapproved
1.	Special Education	3,014	104
2.	Title I	307	--
3.	Driver Education	413	--
4.	Driving Schools	7	--
5.	Proprietary Schools		
	(in state)	39	--
	(out-of-state)	15	--

	Approved	Disapproved
6. Vocational Education		
Agriculture	217	--
CCVEP	27	--
Consumer and Homemaking	217	--
Distributive Education	63	--
Health Occupations	68	--
Industrial Arts	60	--
Office Education	77	--
Occupational Home Economics	58	--
Technical and Industrial Education	269	--
Vocational Programs (short term adult)	1,400	--
7. Community Junior College	206	22

Applications and approval notices are on file in the Special Education Administration, State and Federal Programs Administration, Educational Assistance, Postsecondary Administration, and Vocational Education Administration Sections.

A revised master course list was developed and submitted to the nineteen community junior colleges. With the community junior colleges' validation of the course list, the Fiscal Auditing Section will use it in the school audits for Fiscal Year 1980. The revision of the program application and revised criteria for program approval were included in the *Community Junior College Plan for Fiscal Year 1979-80* and are currently being implemented.

In Fiscal Year 1979, areas showing the greatest need for adult basic education received first consideration when approving local programs. Areas identified as needing adult basic education were the following counties: Marshall, Nemaha, Rawlins, Jefferson, Leavenworth, Osage, Wabaunsee, Ness, Sumner, and Stanton; and sections of Pottawatomie, Clay, Republic, Mitchell, Jewell, Dickinson, Pawnee, and Marion.

Need #4: The State Department of Education provides leadership in determination of the curricular programs provided in the schools by working in close cooperation with local education authorities in establishing and maintaining instructional programs of increasing quality. The curriculum activities of the Department change, as dictated by new needs and new emphases of education. This advisory and consultive approach is the heart of the work of the State Department of Education, for leadership and assistance from the Department can make the need for state enforcement of minimum standards almost nonexistent. In no other aspect of the educational enterprise are mutual confidence and understanding more essential for the strengthening of all phases of the curriculum in the schools.

To provide this assistance, the staff of the State Department of Education has been modified from a large number of specialists to a selected group of curriculum generalists particularly knowledgeable in the different levels and areas of education. The staff members, operating as generalists, serve as catalytic agents in stimulating the study of curricular problems. Leadership is exerted through workshops, conferences, and task force assignments.

Goal #4: The Division of Education Services will provide assistance in the development and maintenance of all phases of the school curriculum.

Objectives:

1. Provide evaluative criteria for subject-area disciplines and assist schools in evaluation of curricula and methodologies for instruction in fulfilling the consultive function of this section.
2. Collect and/or develop materials relevant to various subject-area disciplines for dissemination to Kansas educators to assist in improving curriculum.

3. Maintain and improve effectiveness of individual staff members through professional self-directed study.
4. Maintain a professional library for use by local education agencies and State Department staff, in an attempt to minimize duplication of materials and to increase the use of the materials by the staff.
5. Initiate, organize, and/or conduct in-service activities to assist local school districts, colleges and universities, and the State Department of Education in curriculum improvement methodology and to serve as a coordinator of the many educational interests in Kansas.
6. Provide assistance to all local education agencies in improving their delivery systems.
7. Provide assistance, upon request, to the private sector of education through school accreditation and program approval for institution recognition for state licensing.

Summary Evaluation: The following evaluative criteria were provided to requesting school districts:

1. Audio test tapes - measurement of student outcomes against objectives in *Comprehensive Music Guide;*
2. *Bootstraps, A Guide for Curriculum Planning, English Language Arts;*
3. "Checklist for Evaluating a Social Studies Program;" and
4. "Student Learning Outcomes for the Social Studies."

Copies of these documents are available in the Educational Assistance Section.

As of June 1, 1979, more than fifty unified school districts were assisted through on-site visitations. The following examples identify on-site visitations to Kansas schools:

1. Driver Education

   Belleville, Chanute, Dodge City, Emporia, Garden City, Iola, Leon, Morrowville, Northwest Education Cooperative, Paola, Pittsburg, Salina, Shawnee Heights, Shawnee Mission, Topeka and Turner.

2. English Language Arts

   Chanute, Chaparral, Chase, Miltonvale, Oswego, Seneca, Talmage, and Wichita.

3. Gifted Education

   Atchison-Jefferson Cooperative, Auburn-Washburn, Butler County Cooperative, Eureka, High Plains Cooperative, Hutchinson, Larned Cooperative, Olathe, Paola Cooperative, Pratt, Salina Cooperative, Seneca Cooperative, Topeka, and Tri-County Cooperative.

4. Health and Physical Education

   Admire, Americas, Cherokee, DeSoto, Effingham, Greensburg, Iola, Lenora, Maur Hill, Minneola, Mt. Hope, Northern Heights, Oxford, Reading, and Valley Falls.

5. Library Media

   Blue Valley, Bonner Springs, Brookridge, Buhler, Coffeyville, Dexter, Hugoton, Lawrence, Manhattan, Olathe, Ottawa, Parsons, Salina, Shawnee Mission, and Spearville.

6. Music and Humanities

   Blue Valley, Hutchinson, Leavenworth, and Wichita.

A nine-page publication list which is comprised of State Department of Education documents and booklets and a five-page publication list of only those documents

and booklets pertaining to the Educational Assistance Section are available upon request from the Information Services Section. Both lists are updated periodically.

Illustrative in-service programs or conferences in which Educational Assistance staff participated to assist schools in curriculum improvement were as follows:

1. Driver education
   -- 31 unified school districts
2. English language arts
   -- 3 unified school districts
3. Guidance and testing
   -- 193 school districts orientation sessions for competency-based education
4. Library media
   -- 15 unified school districts
5. Music and humanities
   -- 6 unified school districts
   -- 1 conference for university and college teachers

According to the travel vouchers filed in the Agency Budgeting and Program Accounting Section, the three education specialists in the areas of adult education, teacher education, and community junior colleges visited 150 programs in Fiscal Year 1979.

The following topics exemplify areas of professional self-directed study made by Educational Assistance Section staff:

1. Competency-Based Education;
2. Energy Education;
3. Environmental Education;
4. In-service Education;
5. Middle Level Education;
6. Minimal Skill Proficiency Testing;
7. New developments and trends within each of the twenty professional staff members' area of responsibility in educational assistance through professional journals, publications, and attendance at regional, state, and national professional meetings.

Books — such as text, resource, and fiction — periodicals — such as *Journal of Reading, American Schools, and College English* — and aides — are available to the Department personnel, teachers in training, and librarians. A check-out system was developed and is in operation in the professional library. Because of a limited number of personnel to maintain the professional library, the system involves each staff member being responsible for checking out and returning the book or periodical. Although books and periodicals are occasionally "lost" in this system, most staff check out and eventually return the borrowed periodicals and books.

This system also seems to have helped reduce the duplication of requested subscriptions according to the agency budget for Fiscal Year 1978.

Need #5:

The federal government's expansion into education has required the state education agency to put more emphasis on intra- and interorganizational relations. In the past the state education agencies related on a continuing basis with the local education agencies they regulated and with the legislature, Governor, and Office of Education, to which they were responsible. Expansion of the federal role has not only resulted in new and complex interactions with Congress and Health, Education and Welfare (HEW), but also with other education-related agencies that have a stake in federal program outcomes.

The Division of Education Services sponsors the majority of state educational programs, many of which operate as federal programs on the state level, such as the NDEA and ESEA, which require intra-agency coordination. The division recognizes the need for interaction and cooperation between educational programs within the agency as well as with those programs in other state agencies in order to ensure the fulfillment of legislative demands in education and the accomplishment of educational programs that involve several state agencies. This division goal is intended to coordinate educational activities that cut across separate agencies and in-house division lines, thus eliminating duplication of effort and sharing resources and expertise.

Goal #5: The Division of Education Services will coordinate educational functions and responsibilities with other divisions of the Department and the special schools under the direction of the State Board of Education as well as with other state agencies involved in education.

Objectives:

1. Initiate coordination among the various institutions, organizations, and agencies concerned with improving curriculum and instruction in Kansas schools.
2. Implement a regional deaf-blind educational program for the higher functioning deaf-blind students at the Kansas State School for the Deaf.
3. Coordinate education functions and responsibilities related to the Comprehensive Employment and Training Act (CETA) with the Department of Human Resources.

Summary Evaluation: The staff of the Educational Assistance Section met with the following groups to discuss cooperative approaches to curriculum improvement: Kansas Arts Council, National Council of Teachers of English, Kansas Parent Teacher Association, International Reading Association, Kansas International Reading Association, Kansas Association of School Boards, Kansas Association of Supervision and Curriculum Development, Kansas National Education Association, Association of State English and Reading Specialists, North Central Association, and various colleges and universities. Within the State Department of Education, such sections as Postsecondary Administration, Special Education Administration, Vocational Education Administration, Educational Improvement and Development, and State and Federal Programs Administration met and discussed curriculum improvement.

Participating members took notes which are available upon request in the Educational Assistance Section.

A regional deaf-blind educational program for higher functioning deaf-blind students was established at the Kansas State School for the Deaf. Three children who were approximately seven years of age and who were determined capable of profiting from the instruction participated in the program which provided pre-academic skills as well as self-help skills. Emphasis of the first phase of this program was on language development and social skills.

The Comprehensive Employment and Training Act Amendments of 1978, P.L. 95-524, was signed into law on October 27, 1978. Section 204, Title II of this Act provides for Supplemental Vocational Education Assistance. Supplemental Vocational Education Assistance is designed to serve the following purpose: *make grants to Governors to provide financial assistance, through State vocational education boards, to provide needed vocational education services in areas served by prime sponsors, in accordance with an agreement between the State vocational education board and the prime sponsor (CETA).*

For Fiscal Year 1979, an amount of $1,013,611.00 was available for the administration of, and provision of Supplemental Vocational Education Assistance. The following is a breakout of funds that were available to each Kansas CETA Prime Sponsor:

Prime Sponsor	*Fiscal Year 1979 Allocation*
Balance of State	$578,062.00
City of Wichita	143,223.00
Kansas City/Wyandotte County	118,694.00
Johnson/Leavenworth Counties	101,260.00
Topeka/Shawnee County	72,372.00

The balance of $109,771.00 was available to the Department of Education and the Department of Human Resources for cost accrued in administering the Supplemental Vocational Education Assistance Grant.

Vocational education provided services to approximately 9,500 Kansans during Fiscal Year 1979. A large majority of these participants received vocational assessment services or job preparation assistance; however, prime sponsors provided vocational education opportunities in the following areas:

Prime Sponsor	*Occupational Area*	*Number of Students*	*Educational Institution Location*
Balance of State	Metal Fabrication	20	Independence CJC
City of Wichita	Individual Referral Basis	20	Wichita AVTS
Kansas City/	Individual Referral Basis	39	Kansas City AVTS
Wyandotte Co.		10	Kansas City CJC
Johnson/ Leavenworth Co.	Clerical	65	Johnson CJC
Topeka/ Shawnee Co.	Welding	20	Kaw AVTS

The Balance of State Prime Sponsor supported the vocational education projects at the Kansas State Penitentiary and the Kansas Correctional Vocational Training Center.

Inmates received training within the walls of the correctional institutions under the auspices of an area vocational-technical school that provided staff and conducted the training programs. Classes were year-round, open-entry/open-exit, and generally limited to inmates eligible for parole within six months of completing training.

At the Kansas State Penitentiary, the Kansas City Area Vocational-Technical School provided the following courses: Auto Body Repair, Building Maintenance, Machinist/Tool Die, Refrigeration/Air Conditioning, Welding, Construction Trades, and Sales/Service. Kaw Area Vocational-Technical School provided the following vocational education opportunities at the Kansas Correctional Vocational Training Center: Automobile Mechanics, Communication Repair, Heating and Air Conditioning, Welding, Salesperson, Multi-Occupations, and Reproduction Graphics. All of these courses were vocationally approved and all instructors were vocationally certified.

Vocational education is coordinated with CETA through utilization of the Governor's Special Monies. Vocational Education Supplemental Funds (6%) are used to support programs and individual referrals at area vocational-technical schools and community junior colleges. Programs at two correctional institutions--Kansas Cor-

rectional Institution for Women, Lansing, and the Kansas State Industrial Reformatory, Hutchinson--are supported by the Governor's Discretionary Funds (4%).

The average program operates seven hours a day, five days a week, throughout a six month period. Approximately 900 hours of training are offered in a program. The placement rate for these programs is about 70 percent.

In Fiscal Year 1980, the Kansas Correctional Vocational Training Center in Topeka will offer co-educational training in traditional and non-traditional programs. Persons from the Kansas Correctional Institution for Women, Lansing, will be transported to the center for participation in the available programs.

Institution	*Program*	*Projected Enrollment*	*Funds*
Johnson City CJC	Clerical	50	$30,000
	Kansas State Penitentiary	255	210,000
	air conditioning	30	
	auto body	30	
	building maintenance	45	
	building trades	20	
	machine shop	30	
	sales service	50	
	welding	50	
	Kansas Correctional Institution for Women	47	$80,000*
	cosmetology	10	
	horticulture	15	
	office education	12	
Kaw AVTS	Kansas Correctional Vocational Training Center	320	$300,000
	auto mechanics	40	
	communication repair	40	
	heating/air conditioning	40	
	multi-occupational	40	
	office education	40	
	reproduction graphics	40	
	sales person	40	
	welding	40	
Central Kansas AVTS	Kansas State Industrial Reformatory	350	$420,000
	auto mechanics	60	
	barbering	15	
	building maintenance	30	
	construction	30	
	electrical repair	30	
	food service	60	
	landscape management	30	
	machine shop	45	
	welding	50	
Total		1,012	$1,040,000

In addition to the above programs, contractual arrangements for individual referrals are made between CETA and institutions providing vocational education. Individual referrals are accommodated by placing students in available program openings that are related to the individual's occupational objective. The following arrangements for individual referrals have been developed for Fiscal Year 1980:

Institution	*Projected Enrollment*	*Funds*
Kansas City CJC	15	$10,000
Kansas City AVTS	35	10,000
Kansas Correctional Institution for Women	10	*(Included in program funds listed above.)
Total	60	$20,000

Need #6:

Expecting students to demonstrate competency in important areas of the curriculum is consistent with good educational practice. Little controversy exists on that point. The issues raised about competency-based testing focus upon other matters, such as the definition and determination of the competency levels to be required. To establish and define competency levels, the objectives of the curriculum and courses must be clear, precise, and understandable.

The use of the test must be considered. Will it be applied as an indication of general knowledge or as a demonstration of specific minimums? Will the tests be linked to graduation? Or, will passing the test result in a certificate, an additional credential, or an endorsement on the traditional diploma?

Since high schools want competent graduates, the administration of a competency test should be timed well in advance of graduation. When students do not reach the minimum level of competency, schools must respond with remedial programs to help the student reach these minimum levels. The payoff for competency testing is in appropriate remediation for students lacking essential competencies.

Competency tests should serve not only as an opportunity for students to identify deficiencies and to demonstrate important skills but, more importantly, to provide an impetus for revising program sequence and content to help students reach desired levels of proficiency. The purpose of competency tests is to "screen in" students, not to "screen out" students.

Also connected to the question of purpose for the tests is the problem of defining "competency." Will the test assess proficiency in skills and knowledge learned in school or assess the application of learning to tasks which are required outside school? Or, will the test assess both areas?

The minimum acceptable level of competency or achievement must be established. Will that minimum be set at a certain grade level equivalent on a standardized test? If so, what grade level is acceptable? Or will the minimum level be 100 percent accuracy, or 90 percent accuracy, or 70 percent accuracy on a test of skills or behaviors to be learned by the student? Or will results be reported on a "pass/fail" basis? Or will they be defined at specified levels of competency above base line requirements?

These are just a few of the problems confronting the Department in the first phase of developing and implementing a pilot program of competency-based education. To solve some of these problems, a committee of citizens and educators will assist the Department in identifying mastery levels of reading and math skills for students at certain time periods in their lives. After tests are developed or selected to determine how well the sample of students meet the criteria, an analysis of the test scores will enable the Department to make recommendations as to the advisability of a competency-based education program in Kansas to the State Board of Education, legislators, and the Governor. (See Issue Paper #1.)

Goal #6: The Division of Education Services will continue to implement a pilot program of competency-based education as directed by the 1978 Kansas Legislature.

Objectives:

1. Collect and analyze data from the sample.
2. Report analysis and progress to the State Board of Education.
3. Maintain the pilot program for year two.

Summary Evaluation: A 26 member committee of citizens and educators assisted the Department in developing minimum competency objectives in the areas of reading and mathematics for grades 2, 4, 6, 8, and 11. Of the 307 unified school districts and private schools, 194 volunteered to participate in the first year of the pilot program. Following the development of test items related to assessing the competency objectives, the Department provided assistance in training local education association assessment coordinators who administered the test. A stratified random sample of 4,639 students was tested in April, 1979. Analysis of the data and progress of the pilot program will be reported in August, 1979. Recommendations will occur the second year of the program.

AGENCY GOALS
for
DIVISION OF FINANCIAL SERVICES

Need #1: The state and federal legislatures recognize an obligation to provide an efficient educational system to the citizens. Both the state and federal legislatures are also obligated to other government activities, such as welfare, transportation, and health. As a result, education must work with the executive and legislative branches of government for the financing of quality education on both the national and state level.

To keep the legislature and educational committees informed about educational issues, a representative of the State Department of Education serves as a legislative coordinator between the Department and the legislature. The duties include supervising the distribution and filing of legislative bills pertaining to education, keeping the agency and State Board informed of the progress of education legislation, and, when requested, attending various legislative committee meetings and testifying on education matters.

Goal #1: The Division of Financial Services will work closely with the Kansas and United States legislators in matters of financing education.

Objectives:

1. Review each House and Senate bill to determine whether or not it will affect the responsibilities designated by law to any section in the Kansas State Department of Education.
2. Review each House and Senate journal to determine any amendments to the legislative bills.
3. Review each House and Senate calendar to determine the status of each House and Senate bill, i.e., to determine the committee assignment of each bill; to determine whether or not a bill has been passed or killed.
4. Report the final action on all legislative bills pertaining to education to both public and private schools, the State Board of Education, and the Kansas State Department of Education staff.
5. Prepare legislative recommendations for the State Board of Education to be submitted to the 1980 legislature.

Summary Evaluation: Weekly sessions for reporting current legislation were held in the Board room in the Department of Education building. Approximately 35 percent of the professional staff attended the Friday sessions. During the last week of the legislative session, daily legislative bill locaters were submitted to the Commissioner, assistant commissioners, and section directors of the Department. Upon request, legislative bill locaters were sent to organizations.

Educational legislation introduced by the 1979 legislature was reviewed by the Forms Control and Reporting Section. The format illustrated below was developed to report the status of each bill.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Bill	Eff.		Sen.	Com.	Sen.	Hou.	Com.	Hou.	Cof.	Gov.
No.	Date	Subject	Com.	Act.	Act.	Com.	Act.	Act.	Com.	Sig.

(1) Bill number (2) Effective date (3) Subject of bill (4) Senate committee (5) Committee action (6) Senate action (7) House committee (8) Committee action (9) House action (10) Conference committee (11) Signed or vetoed by Governor.

Need #2:

A. General State School Equalization Aid

For many years Kansans were concerned with financing the public schools. A considerable portion of the costs of elementary and secondary public schools was met by local property taxes. As early as 1970, the rapid growth of these taxes in Kansas began to focus attention on the methods of raising money for the schools.

The taxable resources of a school district are determined by the accidents of history. The movement of population and industry results in a gross disparity among the 306 school districts and Ft. Leavenworth as regards to wealth. By and large the richer districts with a relatively low tax rate provided educational budgets much larger than those of their poorer neighboring districts. The amount of money spent per pupil in elementary and secondary schools in certain well-to-do districts often was greater than the average for the entire state.

On the assumption that greater expenditure per pupil results in better education, the traditional method of supporting public schools was found to be unconstitutional. The decision of the supreme court of California in the summer of 1971 in Serrano v. Priest pointed the direction in which the courts were moving in interpreting the financing of public school laws. Simultaneously court cases in Texas, Minnesota, and New Jersey were being adjudicated.

The California court stated at the outset that it was called upon to determine *Whether the California public school financing system, with its substantial dependence on local property taxes and resultant wide disparities in school revenue, violates the equal protection clause of the Fourteenth Amendment.* The court concluded that, since, *no compelling state purpose necessitating the present method of financing can be discerned, such a system cannot withstand constitutional challenge and must fall before the equal protection clause.*

Heeding the court's direction and similar situations in Kansas, the State Department of Education, the Governor, and the legislature substantially increased their effort to develop some method of equalizing school finance among the districts. In 1973, the School District Equalization Act (K.S.A. Supp. 72-7001 *et. seq.)* was passed, effective for the 1973-74 school year. The resulting formula was designed to equalize per pupil expenditures and to lessen the disparity among the districts. Emphasis remained on retaining ample local control.

During the 1979 legislature, several substantial changes were made in the school finance formula. Listed below is a brief summary of those changes.

1. The budget controls were increased from 5-15 percent to 6-16 percent.
2. The declining enrollment provision was changed to 4 percent for the higher enrollment districts and a linear transition for the middle enrollment districts with the penalty provision lessened.
3. The income tax rebate as a part of local effort was changed from 100 percent to 90 percent.
4. The local effort rate (LER) was set at 1.60 percent.
5. Appeals to the State Board of Tax Appeals for bilingual education programs were added and appeals for declining enrollment were restricted.
6. The inclusion of P.L. 874 receipts in local effort was reduced from 100 percent to an amount allowable under federal law and regulations.

General state aid or estimated general state aid is $211,477,373 for 1976-77; $216,200,390 for 1977-78; $245,407,316 for 1978-79; and $279,600,000 for 1979-80.

B. Transportation Aid

Pupil transportation has extended educational opportunities to rural children. Distance is no longer a factor in the availability of education. In sparsely settled areas

of the state, students ride buses thirty miles to attend modern consolidated schools where a wide variety of educational services are available. The result of pupil transportation has been to provide comprehensive educational programs for rural children which differ little from those provided by urban and suburban schools.

But pupil transportation is not limited to rural areas. Since 1948 the greatest growth in pupil transportation has been recorded in urban and suburban areas where traffic congestion makes it impossible for children to walk safely to school. Moreover, since 1965, school integration or efforts to secure cultural-social-ethnic balances in school systems have created a large demand for transportation in city and suburban districts. Under such conditions school buses often serve a dual purpose; they transport children from their homes to school centers and then transport them from one school campus to another to satisfy enrollment policies adopted by boards of education and their supporting communities.

The State Equalization Program provides for a transportation allowance for both elementary and secondary school students who reside in the school district, whose domicile is more than two and one-half miles from the school, who are actually transported at district expense, and for whom transportation is made available. The allowance per pupil is 100 percent of the formula-per-pupil cost based on cost-density factors or 100 percent of actual cost, depending on which figure is lower. During the 1978 legislative session, the penalty for transporting students under 2.5 miles was deleted.

In 1973-74, 156,424 Kansas students were transported daily at a cost of $18,337,080. In 1974-75, the number of students decreased to 155,794 whereas the cost increased to $20,414,557, an 11.3 percent increase in cost. In 1975-76, the number of students decreased to 155,677 at a cost of $20,171,360. In 1976-77 the number of students who were transported cost $27,871,045. In 1977-78, 162,000 students were transported at a cost of $27,500,000. In 1978-79, 161,220 students were transported at a cost of $31,000,000. It is estimated that it will cost approximately $34,000,000 for transportation in 1979-80.

C. State Driver Training Aid From the State Safety Fund

Driver education as a school subject is of recent introduction — far more recent than the motor vehicle itself, which appeared at the turn of the century. With the advent of the automobile came accidents, and soon the death toll was so alarming as to convince those concerned of the need for competent driver education. At first commercial driving schools, automobile clubs, and trucking companies developed their own type of training programs. Not until the mid 1930's was a driving course offered in the high school curriculum. Since that time driver education has spread rapidly through the public and private school systems of Kansas.

Although the impact of driver education on decreasing highway fatalities and injuries can be determined on the national level, a study on the state level is just being initiated by the State Department of Education in cooperation with the Motor Vehicle Department. On the national level the 1975 Driver Education Evaluation Program (DEEP) study done by National Highway Traffic Safety Administration cites state studies, such as California and Texas, whose statistical conclusions infer that driver training reduced fatal, injury, partially at fault, and single-vehicle crashes for young drivers (16-19).

K.S.A. 8-267 provides that 50 percent of the money received from operators' licenses and 25 percent of money derived from chauffeurs' licenses are to be credited to the State Safety Fund which distributes them for driver training courses. K.S.A. 1975 Supp. 8-272 provides for the distribution of this fund as follows: *One million four hundred thousand dollars ($1,400,000) from the State Safety Fund*

in the state treasury shall be distributed to the respective schools on order of the State Board of Education in the ratio that the number of pupils in each school in attendance for such complete courses bears to the total number of pupils in all schools in attendance for such completed courses. The Fiscal Year 1980 estimate is $1,540,000 for 36,650 students, a cost of $42.00 per student.

D. Community Junior College Out-District State Aid

K.S.A. 1975 Supp. 71-301 authorizes the State Department of Education to pay community junior college out-district state aid as follows: 50 percent by the state and 50 percent by the county.

In the 1978 legislative session, the community junior college funding program was changed substantially. Instead of the out-district state aid and out-district tuition based on operating costs, it is now computed at $21.00 per credit hour. The financial advantage that was previously received by community junior colleges for cooperating with area vocational-technical schools was also discontinued. Therefore, effective July 1, 1978, out-district state aid is based on $21.00 per credit hour for all Kansas residents who have fewer than 64 credit hours (72 hours in terminal-type nursing or freshman/sophomore level pre-engineering courses).

	1976-77	1977-78	1978-79	Est. 1979-80	Est. 1980-81
Summer and Fall	$1,543,593	$1,803,860	$2,183,487	$2,402,904	$2,523,045
Fall Mini & Spring	1,435,915	1,487,137	941,009	1,976,730	2,075,577
Spring Mini	66,081	118,767	98,322	154,165	161,868
TOTAL	$3,045,589	$3,409,764	$3,222,818	$4,533,799	$4,760,490
Percentage Increase	10.8%	12.0%	23.8%	7.4%	5.0%

E. Community Junior College Credit Hour State Aid

The 1978 legislature restructured the community junior college credit hour state aid program for Fiscal Year 1979. Under 1978 Senate Bill 657, credit hour state aid (under 64/72 hours) will be $21.00 per credit hour while students enrolled in approved vocational courses (under 64/72 hours) will receive $31.50, except for Cowley County Community Junior College which is $42.00. State aid will be paid on all hours up to 64 hours except 72 hours for nursing and pre-engineering courses. In addition, the credit hour aid for Kansas residents with over 64/72 hours are entitled to $11.00 per credit hour.

	1976-77	1977-78	1978-79	Est. 1979-80	Est. 1980-81
Total Credit Hour State Aid	$7,379,478	$7,994,633	$11,713,999	$12,272,150	$12,886,000

F. State Credit Hour Aid to Washburn University of Topeka

State aid to Washburn University of Topeka is provided by K.S.A. 72-6501 with payments made on December 1 and April 1 of each year. The basis for payment to the university from this fund is $21.00 per each credit hour of each duly enrolled undergraduate student and $11.00 per credit hour for each duly enrolled graduate student in accordance with the definitions as contained in the statute. Actual and estimated state aid requirements are as follows:

	1976-77	1977-78	1978-79	Est. 1979-80	Est. 1980-81
Undergraduate Credit Hours:					
Summer	$ 6,923.50	$ 7,013.50	$ 5,572.68	$ 7,478.00	$ 7,823.00
Fall	15,813.00	17,270.00	16,034.00	19,090.00	51,537.00
Spring	14,539.50	14,549.23	12,516.50	15,489.00	17,800.00
	97,276.00	98,850.73	94,123.18	102,057.00	107,160.00
	X 15.50	X 16.50	X 21.00	X 21.00	X 21.00
TOTAL	$1,507,778.00	$1,631,037.00	$1,976,586.95	$2,143,200.00	$2,250,360.00
Percent of Increase or Decrease	-2.8%	1.6%	-4.8%	8.4%	5.0%
Graduate Credit Hours:					
Summer	$ 3,159.50	$ 2,878.50	$ 2,478.00	$ 2,684.00	$ 2,819.00
Fall	9,894.50	10,618.50	9,655.50	10,505.00	11,030.73
Spring	9,119.00	9,240.00	9,338.00	10,156.50	10,663.00
	22,173.00	22,737.00	21,471.50	23,345.50	21,512.73
	X 11.00	X 11.00	X 11.00	X 11.00	X 11.00
TOTAL	$ 243,903.00	$ 250,107.00	$ 236,186.50	$ 256,800.00	$ 269,640.00
Percent of Increase or Decrease	-6.3%	2.5%	-5.6%	8.7%	5.0%
Undergraduate	$1,507,778.00	$1,631,037.00	$1,976,586.75	$2,143,200.00	$2,250,360.00
Graduate	243,903.00	250,107.00	236,186.50	256,800.00	269,640.00
TOTAL	$1,751,681.00	$1,881,144.00	$2,212,773.00	$2,400,000.00	$2,520,200.00

G. State Aid to Area Vocational-Technical Schools

As a result of the Governor's (Anderson) Economic Development Committee recommendations in 1962, the 1963 Kansas Legislature passed the Vocational Training Act to establish area vocational-technical schools. The following excerpt from the recommendations indicates the reasoning the Governor's committee had for advocating area vocational-technical schools.

> *Since every school district does not have the need and cannot afford an extensive vocational education program, it would be in the interest of efficiency and economy to develop vocational education on an area basis, possibly in some instances to include several counties. The area should be large enough so that it may have sufficient resources of revenue to support it and so that the optimum number of students may attend.*
>
> *The cost of an adequate program of vocational education should be shared by the local, state, and federal governments. When the training is provided on a semi-professional level, appropriate tuition charges should be considered, especially for out-of-district students.*
>
> *Training provided by each school should be correlated with the needs of the community and with those of other schools in the state to assure diversified training opportunities commensurate with manpower needs. The State Board of Vocational Education should cooperate with the local school boards wherever possible in setting up its training programs. The schools should be administered locally.*[1]

[1] Governor's Economic Development Report (Topeka: State Printer, 1962), p. 15.

Although the committee points to the economic aspect, an even greater argument in support of area vocational-technical schools is the aspect of equal educational opportunity. For years Kansans' only opportunity for postsecondary school education was to attend a college, university, or junior college, if they had the financial resources to do so. For the high school graduates who could not afford to or did not want to continue their education at a college or university, they could only enter the job market with what vocational training they had acquired in high school.

The middle level of public education—the area between the elementary-secondary school system and the four-year college and university—was not available in Kansas. The high school graduates whose interests were specialized and who wished to depart from wholly general education were forced to seek their training on the job. Many of these students were of outstanding academic ability, but desired the shorter program in the middle level of public education in order to enter productive work more quickly or to take advantage of labor needs.

The fourteen area vocational-technical schools are currently governed by K.S.A. 72-4411 through 72-4427, 1969 amendments to the Vocational Training Act. *It is the intention of the legislature and the purpose of this Act to provide a means whereby the State of Kansas in cooperation with local communities can provide facilities for training and preparation of students for productive employment as technicians and skilled workers, and to more nearly equalize educational opportunity.*

These schools have made a substantial contribution to the economy of Kansas. The average rate of placement for students who complete programs in these schools is approximately 80 percent; within this 80 percent, 90 percent of the placement is in the Kansas labor force. Three major concerns indicate a need of $4,948,844 for Fiscal Year 1980.

1. A growth rate of 31 percent in enrollment in the area vocational-technical schools in the past fiscal year has created a need for expanded programs and funding.
2. An annual inflation rate of 7 percent or more during recent years has created funding deficiencies in vocational education programs.
3. The need for vocational education for underemployed adults is great.

H. Postsecondary Aid for Vocational Education

The 1974 session of the Kansas legislature passed K.S.A. 72-4430 which created postsecondary aid. The purpose of the legislation was to relieve the unified school districts of the tuition responsiblity of the postsecondary student attending the area vocational-technical schools. The cost for Fiscal Year 1978 was $5,380,000; the cost for Fiscal Year 1979 was $6,000,000; the projected cost for Fiscal Year 1980 is $6,800,000.

I. State and Federal Aid for Vocational Education

K.S.A. 72-4411 states that *It is the intention of this act to provide a means whereby the state in cooperation with school districts, community junior colleges, and institutions of higher education can provide for vocational education and implementation by this state of federal vocational education acts.*

In Fiscal Year 1979, there were 204 unified school districts who received reimbursement for offering a total of 496 programs. In addition, there were nine unified school districts which were home districts of area vocational-technical schools and sixty-three unified school districts which had agreements for services through an area school. Of the total 496 vocational education programs in the unified school districts, 46,878 headcount students were served.

The requested adjustments to the Fiscal Year 1980 regular vocational-aid for the unified school districts have been computed on the basis of a 7 percent inflation factor. The total regular state vocational aid request for the unified school districts in Fiscal Year 1980 is $638,626.

J. State and Federal Aid for Special Education

Prior to July 1, 1974, the Special Education Services Aid Fund consisted of three district funds for Developmentally Disabled, Exceptional Children, and Homebound. With the passage of House Bill Number 1672, all programs for exceptional children are mandated as of July 1, 1979. This legislation does not alter the 1974 mandate for children identified as developmentally disabled (K.S.A. 1972 Supp. 72-983).

The State Special Education Aid has been computed based upon $6,550 per special teacher. Paraprofessionals are counted as one-half of a special teacher (teacher aides). The Transportation Aid formula has been computed based on 80 percent of cost as required by Kansas law.

SPECIAL EDUCATION SERVICES AID 1000-6000

	1977-78	1978-79	Est. 1979-80	Est. 1980-81
1. Number of Teachers:				
A. Regular	2,637.52	2,971.26	3,268.00	3,568.00
B. Nonpublic Equivalency	20.77	20.14	26.00	26.00
C. Hourly Homebound	21.21	22.91	27.06	27.00
D. Teacher Aides	197.77	620.81	714.00	800.00
2. Total Number of Teachers	3,177.27	3,635.12	4,035.00	4,421.00
3. Entitlement Per Teacher	$ 4,500.00	$ 4,815.00	$ 6,500.00	$ 6,500.00
4. Teacher Entitlement (line 2 x line 3)	14,297,715.00	17,503,102.00	26,227,500.00	28,736,500.00
5. Total Transportation Expense	5,150,000.00	6,100,282.00	7,930,367.00	10,309,477.00
6. State Student Transportation Aid	3,643,785.00	4,150,952.88	5,396,239.00	7,015,110.00
7. State Teacher Transportation Aid	520,000.00	729,272.22	948,054.00	1,232,470.00
8. Total State Aid (lines 4 + 6 + 7)	18,461,500.00	22,383,327.60	32,571,793.00	36,984,080.00
Less Adjustments	68,603.00	60,168.60	126,793.00	44,080.00
Net State Aid	$18,393,197.00	$22,323,159.00	$32,445,000.00	$36,940,000.00

A rapid increase in the number of programs for all exceptional children is anticipated because of the 1974 House Bill Number 1672 and legal rulings relating to equal educational opportunities for all children. For Fiscal Year 1980, the number of teachers is projected at 4,035 at a state cost of $26,227,500.

K. Adult Basic Education

Adult basic education programs serve those adults with less than an eighth grade education and those with less than a high school diploma. The 1974 Kansas Legislature provided necessary legislation (72-4516) to enable the State Board of Education to budget for the 10 percent matching fund required by federal law. The law further provides opportunity for the local education agency to levy a tax, with voters' approval, to expand the adult basic education programs. The 10 percent match for Fiscal Year 1980 is estimated to be $97,500. Federal Aid will be $1,028,599.00.

L. Food Assistance

K.S.A. 72-5327 charges the State Department of Education with the responsibility of administering the school lunch program. This program is obtained from the United States Department of Agriculture under the provisions of the National School Lunch Act as amended by P. L. 90-302 and the Child Nutrition Act of 1966, and includes the following assistance categories:

	FY 1979	Estimated FY 1980
National School Lunch Program (Section 4)	$ 7,971,545	$ 8,600,000
Special Milk Program	1,602,332	2,500,000
School Breakfast Program	553,776	620,000
Non-Food Assistance (Equipment)	224,474	365,000
Section 11 (Free & Reduced Price Plan)	8,602,002	10,815,000
Section 13 (Day Care)	1,262,879	1,600,000
Special Summer Food Program	117,571	-0-
Cash for Commodities	7,248,393	8,000,000
State Funds	2,220,000	2,370,000
TOTAL	$29,802,972	$34,870,000

TITLE PROGRAMS IN STATE DEPARTMENT OF EDUCATION

There are numerous federal programs which provide financial support for unified school districts, community junior colleges, and area vocational-technical schools. The following table shows the amount of federal aid received under Federal Government, but the appropriation is approved by the Kansas Legislature for school district purposes.

	1976-77	1977-78	1978-79	Est. 1979-80	Est. 1980-81
Title I	$15,482,185	$17,666,557	$20,679,290	$22,500,000	$23,500,000
Title IV, B	1,304,926	1,452,695	1,456,110	1,500,000	1,500,000
Title IV, C	1,192,582	1,098,614	1,017,622	1,300,000	1,300,000
Title VI, B	1,843,116	2,387,310	1,526,777	10,000,000	10,000,000
TOTAL	$19,822,809	$22,605,176	$24,679,799	$35,300,000	$36,300,000

Goal #2: The Division of Financial Services will distribute the following state and federal monies.

A. General state school equalization aid.
B. Transportation.
C. State driver training.
D. Community junior college out-district and per credit hour state aid.
E. State credit hour aid to Washburn University of Topeka.
F. State and federal aid to area vocational-technical schools.
G. Postsecondary aid for vocational education.
H. State and federal aid for vocational education in unified school districts and community junior colleges.

I. State and federal aid for special education,
J. Adult basic education,
K. Food assistance,
L. Ft. Leavenworth,
M. Title I,
N. Title IV, B,
O. Title IV, C,
P. Title VI, B.

Objectives:

1. Assign staff for computing payments.
2. Prepare guidelines, procedures, state and federal statutes, rules and regulations, and payment dates for each program.

Summary Evaluation: Payments for each program are substantiated through audit reports which are on file in the Division of Financial Services.

Need #3: Since new legislation relating to budgets was passed for community junior colleges and unified school districts in 1977, careful check of their budgets is necessary during the first years of operation under the new laws. Auditors check the budgets to identify any mistake which might create a financial crisis for a school district or community junior college during the next year.

In addition, the auditors of the Department review the audit reports as filed by unified school districts and community junior colleges to determine if they exceeded the budget limitation as provided by Kansas statutes. If errors are discovered, school administrators are notified immediately and requested to comply with the law. If any unified school district exceeds its general operating budget, the State Department of Education is required to deduct state aid from future payment.

Goal #3: The Division of Financial Services will conduct all audits of programs requested by State Department of Education personnel.

Objectives:

1. Complete the third year of a three-year analysis of audit findings by program and auditee.
2. Revise the vocational education audit procedure to coincide with formula for distribution of federal and state aid.
3. Review and revise, if necessary, School Food Services Program audit procedure and reporting forms and field test those procedures and forms.

Summary Evaluation: New or updated audit guides were used in the past fiscal year audits. Audits were conducted in all 306 unified school districts, and Ft. Leavenworth, nineteen community junior colleges, fourteen area vocational-technical schools, two state institutions, and forty private schools, child care centers, and summer camps. The following is a breakdown of the program audits completed during the fiscal year.

Vocational Education*	619
Adult Education	8
Title I, ESEA	534
Title II, ESEA	41
Title III, ESEA	5
Title III, NDEA	8
Title IV, B	332
Title IV, C	29
Title VI, B	28
Food Service	240
Surplus Property	25
Enrollments	307

*Includes regular and special programs.

Transportation	304
Drivers Education	301
Special Education	307
Community Junior College and Municipal University	20

The audit man-hour plan was designed and developed to study the number of man-hours spent auditing each program. Forms and the implementing directive for collecting data were distributed. A summary of the study revealed that man-hours of the work force were expended in the following areas:

General State Aid	20 percent*
Transportation Aid	9 percent
Community College and Municipal University Aid	15 percent
State Safety Fund	4 percent
Special Education	3 percent
Food Service	30 percent
Vocational Education	12 percent
Federal Title Programs	6 percent
Adult Education, CETA, Surplus Property, Capital Outlay, Indirect Cost, and P.L. 874	1 percent

Need #4: During the 1966-67 school year the Division of Financial Services printed only one publication. Since that time, due to the increase of federal and state financial aid and guidelines, the collection and dissemination of educational data have expanded considerably. The following list exemplifies the type of material that the Department is concerned with.

A. Statistical and Financial Information of Community Junior Colleges, 39 pages.

B. Unified School Districts General Fund Information, 37 pages.

C. Mill Levies for Unified School Districts, 39 pages.

D. Annual Statistics Report, 393 pages.

E. Unified School District Wealth, 36 pages.

F. Superintendent's Report, 4 pages.

G. Computation of State Equalization Aid, 5 pages.

H. Computation of Special Education Aid, 1 page.

I. Computation of Transportation Aid, 1 page.

J. Community Junior College Out-District Tuition and Out-District State Aid Form, 1 page.

Goal #4: The Division of Financial Services will develop all statistical publications, worksheets, computation forms, and data collection forms to eliminate duplication of services and to prevent the collection of unnecessary information.

Objectives:

1. Compose and develop any forms requested by Department personnel for printing and distribution to both public and private schools.
2. Revise and update Department publications.
3. Audit both public and private school organizations and certified personnel reports (turnaround documents) for the 1979-1980 school year.
4. Evaluate proposals for a new or revised form submitted by other Department sections.

* Included with the percentages are time for scheduling, planning, travel, conducting interviews, and preparing audit summaries.

Summary Evaluation: All Department worksheets, computation forms, and data collection forms were approved by the Forms Control Section. There were approximately 185 forms which were reviewed and processed in Fiscal Year 1979 for Department staff; these forms varied in size, length, and complexity.

There were eighteen publications compiled, printed, and distributed for the benefit of school administrators, legislators, and other interested persons. These publications are as follows:

A Summary of Selected Education Legislation, 1979
Educational Legislation, 1979
Statistical and Financial Information of Kansas Community Junior Colleges, 1978-79
Interlocal Agreements Approved by State Board of Education
A Summary of Legislative Recommendations to the Kansas State Board of Education for the 1979 Session of the Kansas Legislature
Instructional Handbook for Reporting Professional Staff Assignments
1979 School Bond Guide
1979 Summary of School Budget Statutes and their Applications
Annual Statistical Report — 1977-78
Annual Statistical Report Summary — 1977-78
Percentage of Line Items General Fund Budgets for USD's — 1978-79
1978 Mill Levies of the 306 Unified School Districts of Kansas.
Average Classroom Teachers' and Principals' Salaries of the 306 Unified School Districts of Kansas for 1977-78 and 1978-79
1978-79 Unified School District Wealth
General State Equalization Aid for Kansas USD's — 1978-79
U.S.D. Report on Enrollments and General Fund Budget Per Pupil — 1978-79
Selected School Statistics 1978-79
1978-79 Transportation Report of USD's

The Forms Control Section processed the teaching codes of approximately 30,000 certified employees and the organization reports for 307 unified school districts.

The audit of the teachers and organization reports was rated as excellent. This rating is based upon the low number of computer *kickouts*. A *kickout* occurs when a discrepancy develops between the computer tape indicating approved certification codes for certified employees and the computer tape listing the codes as reported by the school district.

Need #5: The need for an effective budget procedure is increasingly apparent in state government today. All state agencies must adapt to an environment in which the allocations of resources present a constant challenge because of spiraling costs and increasing demands for services. To effectively allocate limited resources, a budget procedure must determine simultaneously the answer to two questions:

A. Where and how can the agency effectively spend its money?

B. How much money should the agency spend?

To answer these questions in the past, the agency used the current operating and expenditure levels as an established base from which it analyzed in detail only those increases or decreases desired, thus looking at only a small fraction of the final budget dollars approved. This approach often left two significant questions unanswered:

A. How efficient and effective are the current operations that were not analyzed?

B. Should current operations be reduced in order to fund higher priority new programs?

In an attempt to at least recognize if not answer these two questions in 1977, the State Department of Education reorganized its budgeting procedure to include the examination and evaluation of all programs and expenditures every year. This new procedure for developing the budget is to assist the administration in identifying redundancies and duplication of efforts among divisions and sections, focusing on dollars needed for programs rather than on the percentage of increase or decrease from the previous year, and specifying priorities within and among divisions and sections. This budget procedure is currently in operation.

Goal #5: The Division of Financial Services will prepare, account, and audit the agency budget.

Objectives:

1. Issue monthly budget reports to each section and division of the Department.
2. Issue staff travel reports to each section and division of the Department for information and management guidance.
3. Develop the Department budget.

Summary Evaluation: Each section of the Department received monthly an updated copy of its current budget and expenditure levels. These were frequently distributed for discussion in the division meetings. Copies of the budget reports are on file in the Agency Budgeting and Program Accounting Section as well as in the individual sections.

Transactions involving staff travel by sections are also on file in the Agency Budgeting and Program Accounting Section. Each section's file includes (1) requests for out-of-state travel which indicate location and objective of the trip, costs involved, and arrangements for continuance of individual responsibilities within the Department and (2) vouchers required for in-state travel. A monthly report concerning this travel information was made to each section through the distribution of a travel expense sheet for each individual.

Need #6: The School Equalization Act of 1973 (72-7001) is a complicated bill to understand, particularly for those who compute a budget only once a year. Therefore, school budget workshops are held for the 306 unified school districts and Ft. Leavenworth and nineteen community junior colleges to explain the budgetary restrictions required by the bill and to assist administrative officials in understanding the state aid program and other related financial matters.

Approximately 657 superintendents, assistant superintendents, business managers, county clerks, CPA's, and licensed municipal accountants attend school budget workshops which are held annually in June. Approx mately 64 administrators and business managers attend community junior college workshops to study community junior college finance; for example, the School Equalization Act provides a change in the budget limitation and the tax lid for community junior colleges. The budget workshops for community junior colleges are held annually in May.

Goal #6: The Division of Financial Services will provide both training and advisory functions to Kansas school administrators on matters relating to budgeting and finance.

Objectives:

1. Schedule workshops for unified school districts and community junior colleges.
2. Develop materials to be used in the workshops.
3. Review budgets upon request.

Summary Evaluation: The following workshops were held in Fiscal Year 1979 to assist superintendents and business managers of the unified school districts and the presidents and business managers of community junior colleges in the development of their budget.

UNIFIED SCHOOL DISTRICT BUDGET WORKSHOPS

School District	Date	Attendance
Topeka	June 28, 1979	46
Chanute	June 5, 1979	106
Dodge City	June 14, 1979	80
Hesston	June 7, 1979	116
Hiawatha	June 1, 1979	70
Oakley	June 8, 1979	75
Shawnee Heights of Topeka	June 18, 1979	85
Salina	June 11, 1979	79
Total		657

1978-79

JUNIOR COLLEGE BUDGET WORKSHOPS

Community Junior College	Date	Attendance
Neosho County Community Junior College	May 22, 1979	22
Barton County Community Junior College	May 24, 1979	32
TOTAL		54

In addition, approximately 200 unified school districts' budgets were reviewed in preparation for the beginning of the school year.

Need #7: The 1978 legislature transferred the authority for approving school building plans from the state architect's office to the State Board of Education. The plans must be submitted to the State Board of Education prior to the beginning of construction. The law requires the State Board of Education to approve the plans to ensure that they are in compliance with all laws concerning provisions for the handicapped and, effective April 20, 1979, for conformance to building codes.

Additional services in the area of school building plans will also become available for school administrators and school designers.

Goal #7: The Division of Financial Services will review and recommend action on all school building plans under the procedures and guidelines adopted by the State Board of Education on a timely basis.

Objectives:

1. Process and review all school building plans in accordance with the law within two weeks of receipt of said plans.
2. Work with the state fire marshal's office, the Department of Human Resources, Department of Health and Environment, the state energy offices, the Governor's Committee on Employment of the Handicapped, and unified school district officials to alleviate problems as they arise and to coordinate efforts among state agencies.

Summary Evaluation: The State Board of Education received a quarterly report listing school building plans which were approved in accordance with the guidelines and procedures adopted by the State Board.

The 1979 legislature amended the law (H.B. 2338, effective April 20, 1979) to require approval by the State Board of Education of modular school building plans to ascertain if they conform to the Life Safety and Plumbing Codes. This review was assigned to the school facilities specialist.

STATE DEPARTMENT OF EDUCATION PROGRAMS

Education under the jurisdiction of the State Board of Education is divided into the following functional segments:

I. General Education
   A. Public General Education
   B. Nonpublic General Education
   C. Special Education
   D. Vocational Education

II. Specialized Post General Education
   A. Area Vocational-Technical Schools
   B. Community Junior Colleges
   C. Proprietary Schools

PUBLIC GENERAL EDUCATION

The educational process occurs within the framework of the teacher, students, and instructional materials and programs. The teacher is primarily responsible for defining and implementing the instructional program. Within the guidelines offered by the local school district and the Kansas State Department of Education as well as by the regulations that accompany federal funding, the teacher has the responsibility to establish educational priorities and to implement the educational program. The methods and materials used in general education are influenced by college education courses and textbook publishers, but local schools select their own materials. Thus, the scope and content of general education rests primarily with the classroom teachers and the resources which they utilize.

In the past students were grouped on the basis of age, sex, and possible exceptionalities. On this basis, instructional programs were developed for select groups of students. Educators tended to assume that because of grouping, students enjoy relative equality in the classroom learning opportunity. Currently there is more emphasis on individual instruction in a relatively homogeneous group.

General education has remained committed to preparing students for adult life. The competencies deemed necessary for adult life are communication skills, computation skills, critical and objective thinking, acceptance of responsibility of citizenship, knowledge of self, appreciation of others and of the achievements of mankind, ability to adjust to change, respect for laws and institutions, clarification of values, and acquisition of occupational competence. While educators may argue the relative importance of each of these competencies, they continue to form the foundation for general public education in Kansas. These competencies have been translated into *State-wide Goals for Education in Kansas*, adopted by the State Board of Education on July 6, 1972.

In addition to general education, schools increasingly are expected to perform community services involving special programs. One important program is adult basic education. This program involves opportunities for personal enrichment or prepares people for the General Educational Development Test (GED) which is a certification of competence equivalent to the completion of high school. It is useful to those adults who were unable to complete twelve years of general training but desire certification of high school equivalency for career or for educational purposes. Schools do provide many cultural, athletic, and entertainment opportunities for the community and are an essential aspect of community life.

The following information concerns the growth of adult basic education:

GROWTH OF ADULT BASIC EDUCATION PROGRAM

	1973	*1974*	*1975*	*1976*	*1977*	*1978*
Enrollment	7,392	7,074	11,156	12,094	15,532	13,580
Participants on public assistance	327	158	531	686	212	310
Participants removed from welfare after instruction	85	78	34	80	161	68
Participants unemployed before instruction	1,187	1,124	2,787	1,750	1,048	1,339
Participants employed after instruction	223	222	382	160	1,056	453
Participants who received GED diploma	1,414	2,546	3,166	5,523	5,678	5,716
Programs	37	37	37	37	37	35
Satellite programs	69	64	101	129	121	121
Expenditures	$521,308	$558,551	$906,108	$940,231	$945,000	$960,834
Federal Allocation	$528,113 320,723 (impounded)	$528,113	$763,952	$763,952	$763,952	$822,389

The 1977-78 enrollment in general education in Kansas was as follows:

	ADA*	ADM**
Kindergarten (counted ½)	14,871	15,871
Elementary (including kindergarten)	204,257	215,944
Junior High	66,339	71,545
High School	114,627	123,157
Total	400,094	426,517

* ADA — Average Daily Attendance
** ADM — Average Daily Membership

The tctal for 1970 was 505,657. The percentage change 1970-1975 was −13 percent. The following table indicates projected changes in general public education.

Years	Grades	
	K-8	9-12
1970-1980	−22.0 percent	− 6.2 percent
1980-1990	11.3 percent	−15.5 percent
1990-2000	− 5.6 percent	10.2 percent

Data about general education facilities are as follows for the 1977-78 school year:

	Elem.	Sec.
Public Owned School Plants		
In use at close of 1976-77 school year	1,095	516
Abandoned during 1977-78 school year	34	15
First used during 1977-78 school year	15	15
In use at close of 1977-78 school year	1,076	516
Instruction Rooms in School Plants		
In use at close of 1976-77 school year	14,238	12,184
Abandoned during 1977-78 school year	309	130
First used during 1977-78 school year	289	244
In use at close of 1977-78 school year	14,228	12,298

Data about public school personnel are as follows for the 1977-78 year:

Certified Personnel*		Non-Certified Personnel	
Superintendents	283.8	Business Manager	30.0
Assistant Superintendents	85.4	Accounting Services Staff	128.9
General Administration	146.2	Purchasing Services Staff	55.5
Elementary Principals	751.6	Data Processing Staff	93.1
Junior High Principals	135.0	Sec.-Clerical for Administration	1,544.0
High School Principals	313.8	Sec.-Clerical for Instruction	1,182.4
Director of Vocational Education	9.6	Custodians	3,358.8
Assistant Principals	259.3	Maintenance	701.4
Elementary Supervisors	43.9	Transportation	2,379.3
Junior High Supervisors	5.2	Food Service	4,098.7
High School Supervisors	26.9	Teacher Aides	1,825.5
Vocational Education Supervisors	10.0	Library Aides	323.9
Special Education Teachers	1,872.4	Other	458.6
Kindergarten Teachers	818.3		
Elementary Teachers	12,044.3		
Junior High Teachers	3,653.8		
High School Teachers	7,722.4		
Elementary Librarians	453.8		
Junior High Librarians	126.4		
High School Librarians	295.4		
Audio-Visual Staff	11.6		
Elementary Guidance	76.6		
Junior High Guidance	173.2		
High School Guidance	410.1		
Psychological Staff	167.8		
Homebound or Visiting Teachers	28.0		
Nurses	294.4		
Other	313.9		
Central Office**	149.6		
Total	30,682.7	Total	16,180.1
		Grand Total	46,862.8

*FTE - Full-time equivalency.

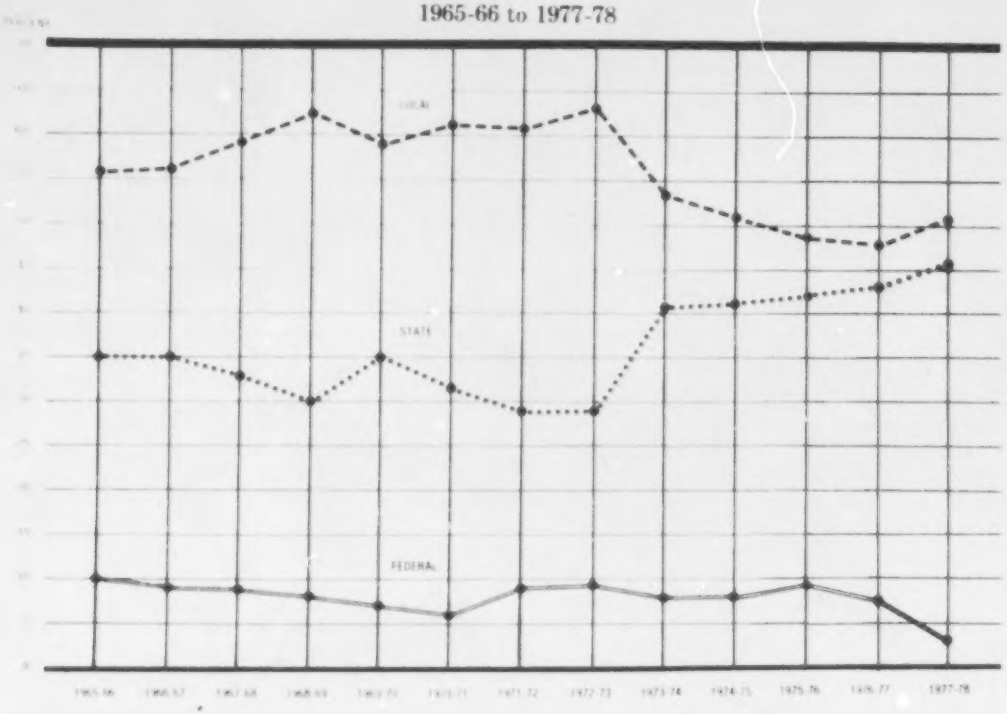
**Staff counted in central office, such as special education, guidance counselors, co-op, etc.

The financing of general education is determined by the mixture of state, local, and federal funds; the equalization formula regarding school districts' ability to pay; and the regulation of local costs. The equalization formula has placed Kansas among the states leading in equalizing support among districts. The tendency in Kansas has been toward an increase in state support of school districts to replace property tax support.

The sources of school district revenue for the past ten years are delineated in the following chart.

SOURCES OF SCHOOL REVENUE IN KANSAS

1965-66 to 1977-78



Local revenue is based on total wealth for each unified school district. The following summary data concerning local revenue are presented.

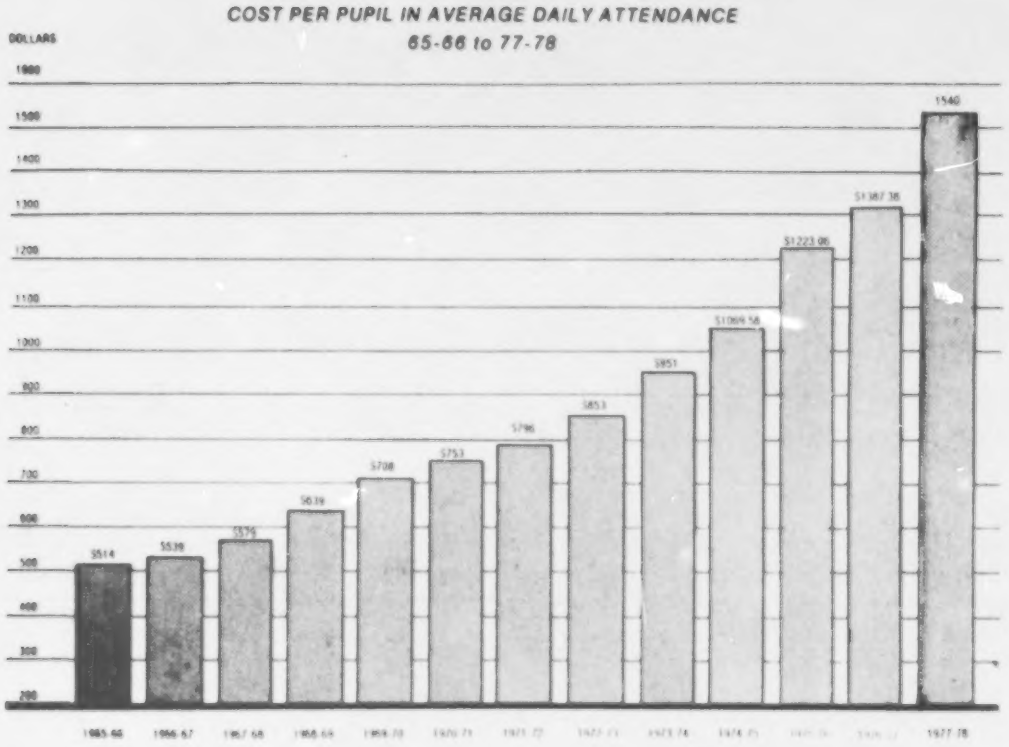
Average Adjusted Valuation Per Pupil	1978-79
Low	$ 8,207
Median	$ 50,103
High	$261,643
Average Taxable Income Per Pupil	**1978-79**
Low	$ 3,446
Median	$ 10,568
High	$ 20,748

District Wealth Per Pupil	1978-79
Low	$ 14,844
Median	$ 60,510
High	$273,112

General Fund Mill Levies

	1975	1976	1977	1978
Low	11.70	9.74	8.41	12.55
Median	29.71	29.78	33.61	40.12
High	55.84	49.21	60.51	61.33

The following chart depicts the gradual increase in cost per pupil in the public schools.



NONPUBLIC GENERAL EDUCATION

The principal difference between public and nonpublic education is the special purpose of the nonpublic institution. This is most apparent in the religious curriculum of parochial schools, which are the most common form of nonpublic school. Because of emphasis on their special purposes, nonpublic schools often do not have the variety and objectivity of curricula which characterize courses in the public schools nor do they usually offer special or vocational education programs.

Nonpublic schools have been faced with serious financial problems throughout the country as well as in Kansas as educational costs have risen dramatically. Consequently, the traditional sources of funding for parochial schools which include the church, donations, and modest fees are heavily burdened. The major solution involves governmental funds; however, the use of public funds to support parochial elementary and secondary schools has been declared unconstitutional although certain aid, such as the Elementary and Secondary Education Act, is allowed. The result of limited funding has been a reduction in the number of church-related schools and programs in recent years.

Nationally the key public policy question has been the provision of financial support for parochial schools. To date the general court ruling has been that aid may be forthcoming for buildings or construction costs but not for the support of operational activities. In Kansas, policy has been clearly to separate public from private general education. The State Department of Education has maintained minimum statistics on private schools, and there has been little effort to supervise their activity. The Department, however, provides them the same services as public schools at their request.

The following statistics for nonpublic schools are for the school year 1977-78.

Number of Schools Reporting	153
Number of Teachers (full-time equivalency)	
Kindergarten	42.7
Elementary	870.9
Junior High	101.5
Senior High	472.8
Special	75.9
	1,563.8
Average Daily Attendance	
Kindergarten (1/2)	709
Elementary	18,972
Junior High	1,309
Senior High	7,224
Special	163
	28,377

The enrollment in private general education is about 6 percent of the total basic education population in Kansas. In recent years several parochial schools have dropped the seventh and eighth grades from their curricula with resulting decreased enrollment for private schools.

SPECIAL EDUCATION

The overriding policy of special education is to provide free appropriate educational services to all exceptional children of school age in the state. Special education services relate to programs for which specialized training, instruction, programming techniques, facilities, and equipment may be needed for the education of exceptional children. The term exceptional children generally refers to those children who differ in physical, mental, social, emotional or educational characteristics to the extent that special education services are necessary to enable them to progress to the maximum of their abilities or capacities. Exceptional children includes both the handicapped and the gifted.

The definition of school age for exceptional children has been determined by the State Board of Education. Services for exceptional children shall be implemented at the age at which the local board of education provides educational services to non-exceptional children. Services shall be extended through the school year during which they reach age twenty-one or until the exceptional child has completed a local curriculum, in accordance with the State Board of Education standards, whichever event shall first occur. The State Department of Education has adopted the *State Plan for Special Education* which is considered the document which contains the rules and regulations by reference governing the operation of special education programs in Kansas.

Since children, youth, and adults may have more than one handicap, special education involves both a multidisciplinary educational approach and a variety of ancillary and support services. Support services from the fields of psychology, social work, rehabilitation, and medicine may be necessary.

The State Special Education statutes require that an annual survey be made of exceptional children, and this survey now includes the results of the sophisticated Child Find activities. The *Special Education State Plan* provides direction regarding the evaluation and review procedures to identify individual children. A conservative estimate—based on local surveys, national prevalence figures, and State Department validation studies—indicates that 14 percent of all children and youth are in need of special education services.

Special Education programs by categorical definition include the following:

Direct Teaching or Training Services

Semi-Independent (Educable Mentally Retarded)
Semi-Dependent (Trainable Mentally Retarded)
Dependent (Severely/Profoundly Mentally Retarded)
Learning Disabled
Severely Multiply Handicapped (including Deaf-Blind)
Speech Impaired
Hearing Impaired
Vision Impaired
Personal and Social Adjustment (Emotional and Social Problems)
Physically Impaired, including Homebound/Hospitalized
Non Categorical and Interrelated
Gifted

Supportive Services

Local Directors of Special Education
School Psychology Services
School Social Work Services
Instructional Materials Center

Special Education services in the 1978-79 school year showed dramatic increases, based primarily on previously mandated programs and programs mandated by the 1979-80 school year. During the 1977-78 school year, approximately 75 percent* of the estimated exceptional children received services.

*This percent may change

In 1969, Kansas mandated public schools to provide Special Education programs for the mentally retarded and gave a five-year lead period so that these programs could be effected. Within the next few years, mandated programs were expanded to include services for all developmentally disabled children. By State Board definition, *developmentally disabled* means those who are mentally retarded, cerebral palsied, epileptic, or learning disabled. By school year 1974-75, these programs were mandated to be operating within public school settings. There are, of course, additional programs within the residential schools which by statute must meet the Special Education standards of their respective programs. K.S.A. 72-961 through 72-980 and K.S.A. 72-933 consolidated all existing Special Education laws and expanded mandated programs for exceptional children to include all areas of exceptionality, both the handicapped and gifted, to be operating in the public schools by July 1, 1979. The 1979 legislature extended the mandate time for local education agencies to provide educational programs for gifted students one year.

In order that school districts may carry out the mandate of providing free public education for all exceptional children, the *Special Education State Plan* outlines an array of service continua, ensuring that each child will be educated in the *least restrictive alternative* setting that best suits his/her ability or disability level. In order to carry this out, school districts may contract not only in cooperative agreements with other public schools, but also with private and public accredited institutions in or out of state, including public schools that may be out of state.

Recent permissive legislation (K.S.A. 72-8230 and K.S.A. 12-2904) authorized school districts to enter into interlocal agreements and to establish a separate entity to conduct a cooperative undertaking. Any such legal entity is limited to Special Education, Vocational Education, Career Education, media services, curriculum development, and in-service training for staff programs. The establishment of a legal entity to provide Special Education services does not absolve individual districts of their responsibility to provide free public education to all exceptional children by 1979 and to gifted students by 1980.

Since 1951, Special Education programs have been underwritten by state categorical-incentive reimbursement, starting on a limited basis and gradually expanding to include all areas of exceptionality. Some State equalization money was received also. Because of the concern in financing mandated programs for special education, finance is in the process of careful study. Special Education programs generally cost from one and one-half to four and one-half times the cost of regular instruction.

Federal aid to Special Education began modestly in the early 1960's and has increased considerably. It is quite possible that P. L. 94-142 could award as much as fifteen million dollars of educational aid for the handicapped in Kansas. This law also authorized underwriting programs for preschool handicapped children. This aid will amount to approximately five million dollars in Kansas in Fiscal Year 1980. Among other federal educational compensatory programs, the P. L. 89-313 amendment to Title I of the Elementary and Secondary Education Act has provided and strengthened programs for the handicapped. Kansas' share of this Title I program is approximately one million dollars for Fiscal Year 1980.

Part VI-D of the Education of the Handicapped Act provides support services for teachers and administrators of Special Education and offers support grants to colleges and universities. This relatively small program, amounting to approximately $100,000 to $150,000 yearly to the State Department of Education, has been a strong recruiting factor for teachers, providing stipends and in-service workshop/institutes. Kansas has also received both technical assistance and money from the Regional Center for the Deaf-Blind at Denver, Colorado, as well as grants for special projects in the area of learning disabilities, early childhood education for the handicapped, in-service training for regular education, and paraprofessional programs. The federal government also allows money for demonstration and experimental research. Additional set-aside funds for the handicapped include 10 percent in Vocational Education and 15 percent under Title IV-C. A federal quota of instructional materials for the blind is also authorized through the American Printing House for the Blind.

TITLE I

Title I of the Elementary and Secondary Education Act provides for federal grants to state education agencies which, in turn, suballocate the funds to local school districts and other state supported and/or operated institutions. The basic intent of Title I is to provide financial assistance to local education agencies' service

areas with concentrations of children from low income families. Projects should be designed to expand and improve their educational programs by various means which contribute particularly to meeting the special needs of educationally deprived children. The term *educationally deprived children* means those children who need special educational assistance in order to perform at the grade level for their age. The term also includes children with special educational needs resulting from poverty, neglect, delinquency, and handicaps or cultural, economic, ethnic, or linguistic isolation from the general community.

Among the provisions specifically included in the law are these:

1. The program must serve students in areas with high concentrations of children from low income families.
2. The program is designed to meet the special educational needs of educationally deprived children in eligible attendance areas.
3. The program must have sufficient size, scope, and quality to give reasonable promise of meeting the children's needs.
4. The program must provide opportunities for the participation of educationally deprived children enrolled in nonpublic schools within the target area.
5. Control of Title I funds and title to property acquired with such funds will be in public agencies.
6. Effective procedures for dissemination must be adopted.
7. Parents must be involved in the planning and operation of Title I projects.
8. Funds must be used to supplement and not supplant state and local funds that are available for the education of the children being served.
9. An annual evaluation report and other reports as required must be submitted to the state education agency.
10. Performance objectives must be included in the project design.

The following table provides an overall record of what has happened to Title I in Kansas since the first year of operation.

Year	*Unduplicated Count of Children*			*Funds Expended*	*Ave. Cost /pupil*	*No. of LEA's*
	Public	*Nonpublic*	*Total*			
1965-66	42,430	5,161	47,591	$ 9,876,468	$203.26	306
1966-67	77,470	8,198	85,668	$ 9,608,706	$112.16	306
1967-68	63,081	6,832	69,913	$ 9,687,073	$128.56	302
1968-69	57,920	6,561	64,481	$ 8,839,164	$137.08	299
1969-70	66,274	3,025	69,299	$ 9,466,504	$136.60	292
1970-71	60,854	2,335	63,189	$ 9,638,770	$152.52	292
1971-72	49,721	1,922	51,643	$ 9,664,169	$187.13	290
1972-73	39,852	1,484	41,336	$ 8,739,646	$211.43	287
1973-74	27,162	1,099	28,261	$ 8,928,811	$315.94	251
1974-75	32,923	1,372	34,305	$11,747,773	$342.45	279
1975-76	32,654	1,671	34,330	$12,269,304	$357.39	280
1976-77	35,778	1,430	37,208	$13,234,019	$355.68	275
1977-78	30,833	1,361	32,194	$14,607,155	$453.93	280

Activities

Reading/Language Arts	30,536
Math	16,605
Social Science/Science	352
Other	2,062

Some students participated in more than one activity.

SCHOOL FOR THE DEAF, SCHOOL FOR THE VISUALLY HANICAPPED

Public residential schools for the handicapped that are under the jurisdiction of the State Board of Education include the Kansas State School for the Deaf, Olathe, with 290 students, and the Kansas State School for the Visually Handicapped, Kansas City, with 85 students. The budgets for these schools for Fiscal Year 1979 are $2,675,745 for the School for the Deaf and $1,050,440 for the School for the Visually Handicapped.

The following table shows five-year projections of the two schools. The increase of deaf students in the School for the Deaf is due to the rubella epidemic of 1965. Those children reached high school age in Fiscal Year 1979.

	FY 79 School for Deaf	FY 79 School For Visually Handicapped	FY 84 School For Deaf	FY 84 School For Visually Handicapped
Teachers	64.0*	21.0	69.0*	22.0
Students	290.0	85.0	310.0	95.0
Certified Personnel	13.0**	23.0***	13.0**	24.0***
Classified Personnel	97.0	53.2	101.0	55.3
Total Budget	$2,675,745	$1,050,440	$3,992,310	$1,312,047
Per Capita Expenditure	$ 9,226	$ 12,358	$ 12,878	$ 13,811

* This group includes classroom teachers, teacher aides, library aides, speech therapists, and tv technicians.

** This group includes administrators and support staff.

*** This group includes professional teaching staff and administrators.

For many years these two schools provided most of the education for these groups of handicapped children and youth. Gradually the public schools of Kansas are providing more local special services for the vision and hearing handicapped. At this time approximately two hundred legally blind children are being educated in the local public schools. The children enrolled in the School for the Deaf are profoundly deaf, as those who have partial hearing are gradually being phased out.

The role of the residential schools for both the deaf and blind is gradually shifting to include services for the more complicated, multiply handicapped child rather than conventional programs. At present the Kansas State School for the Deaf maintains a comprehensive center school program for the profoundly deaf; multiply handicapped students are admitted to the program. An interchange of students between the residential and the public school is developing.

Since the trend is away from institutional mainstreaming, the public schools are charged with serving more physically, mentally, and emotionally limited children than past standards would allow. (This concept of mainstreaming implies that those children who can be placed in the regular classroom should be there with special supportive help.) Fifty percent of the disabled are currently being served in public schools, including the more obviously exceptional children. In order to serve this group, close supervision, expert training, and additional staff are necessary.

The increasing philosophy of *zero reject* implies that no child will be rejected regardless of the handicapping condition, and some appropriate training programs will be introduced to meet individual needs. There is a

strong movement away from the medical models, such as the "mentally retarded" or "emotionally disturbed," toward adaptive educational programs in public residential settings.

Increased emphasis will be placed on more appropriate education for gifted, talented, and creative children and youth.

SPECIALIZED POST GENERAL EDUCATION

Post general education falls into two general categories: specialized training and higher education. Specialized post general education involves continued but special skill-related training after the completion of high school. In Kansas, specialized post general education means vocational or technical school education, community college education, or proprietary school training. It should be noted that the regular community college program is a college parallel program but is specialized in the sense that it ends prior to the establishment of a major program and completion of the full four years.

Vocational-Technical Schools

In 1972, the enrollment in Kansas vocational-technical schools totaled 12,019. Of these, 7,321 were high school students and 4,698 were postsecondary students. In 1978, the secondary enrollment was 10,764, postsecondary enrollment was 7,769, adult enrollment was 13,952, and the total 32,465. This trend is expected to continue as long as occupational training remains popular. The number of faculty members was 572.4 (FTE). A detailed summary for the thirteen schools appears in the following table.

Programs in area vocational and technical schools emphasize meeting the occupational and skill needs of private industry. These needs will reflect technological changes as they occur. Because the demand for skilled technicians is expected to increase, area vocational-technical schools must demonstrate a capacity for increased occupational placements. This segment of post general education is likely to experience relative stability as new technologies and job markets occur with growth in the Kansas economy.

Vocational Education is popular. New programs emphasize skill training and the relevance of training to occupational needs. The provisions of the Educational Amendments of 1976 increased the access to the vocational education programs as well as added the responsibility of planning and evaluating the programs.

Community Junior Colleges

For those who desire post general education without involvement in four-year institutions of higher education, developmental education is available in the community junior college.

Enrollments have increased considerably since 1967 and are summarized in the following table. Reporting community junior college enrollments is problematic. These schools usually have a mix of regular campus, off-campus full-time, part-time, special postsecondary, and continuing education enrollments. Enrollment counts vary according to student category definitions, so there are differences in existing enrollment reports. The following numbers are based on a report of the Legislative Educational Planning Committee.

STATISTICS ON VOCATIONAL-TECHNICAL SCHOOLS

AREA SCHOOL	LOCATION	START OF OPERA.	INITIAL ENROLLMENT		1978-79 HEADCOUNT ENROLLMENT			NO. OF CONTRACTED PARTICIPATING USD's +	NO.* FTE INST.	NO. PROG.	METHOD OF GOVERN.	SOURCE OF FUNDING 1978-79			TOTAL EXP.
			H.S.	POST. SEC.	H.S.	POST. SEC.	ADULT					LOCAL**	STATE	FED***	
North Central Ks. AVTS	Beloit	1964	112	42	27	433	2,336	4 USD	39.9	16	Area Board of Control	$141,605	$1,084,746	$132,740	$1,359,091
Southeast Ks. AVTS	Coffeyville	1964	687	235	711	130	502	5 USD Coffeyville CJC Ft. Scott CJC Independence CJC	30.7	23	Area Board of Control	449,871	405,058	118,133	973,062
Southwest Ks. AVTS	Dodge City	1964	305	80	848	414	547	+	21.1	20	USD 443	288,788	247,959	69,465	606,212
Northwest Ks. AVTS	Goodland	1964	78	108	0	427	277	20 USD	35.4	11	Area Board of Control	46,532	657,581	130,728	834,841
Flint Hills AVTS	Emporia	1964	138	—	105	171	367	— —	24.0	13	USD 253	136,128	450,379	74,825	661,332
Central Ks. AVTS	Hutchinson Newton McPherson	1964	451	225	3,050	369	901	18 USD Hutchinson CJC	39.3	58	Area Board of Control	789,708	317,073	128,140	1,234,921
Kaw AVTS	Topeka	1964	370	48	557	575	1,589	6 USD	38.0	24	USD 501	360,464	894,482	198,021	1,452,967
Salina AVTS	Salina	1965	118	81	397	578	1,343	— —	43.5	20	USD 305	279,313	811,924	177,785	1,269,022
Wichita AVTS	Wichita	1965	652	41	3,113	3,101	3,686	— —	159.8	65	USD 259	1,585,866	2,260,167	582,745	4,428,778
AVTS Div. of Cowley Community Jr. College	Ark. City	1967	101	160	23	291	0	4 USD	—	—	13 Community College Board	..	..	..	..
Northeast Kansas AVTS	Atchison	1967	22	—	120	267	400	— —	20.7	12	USD 409	258,405	437,755	94,366	790,526
Manhattan AVTS	Manhattan	1967	70	21	271	343	471	— —	30.0	15	USD 383	163,826	624,398	127,298	915,522
Kansas City AVTS	Kansas City	1968	269	145	693	469	630	1 USD	52.2	32	USD 500	914,546	1,110,685	230,788	2,256,019
Liberal AVTS	Liberal	1968	172	80	849	201	883	5 USD	24.1	24	USD 483	392,550	468,445	73,868	934,863
GRAND TOTAL			3,545	1,269	10,764	7,769	13,932					5,807,602	9,770,652	2,138,902	17,717,156

\+ AVTS also have USD's which functionally participate.

* FTE Fulltime equivalency

** Local is the audited net operating cost less the audited postsecondary aid entitlement.

*** This number does not include special project funding, such as disadvantaged and handicapped.

.. Programs are reimbursed through the Vocational Education Credit Hour Aid for Community Colleges.

ACTUAL AND PROJECTED FALL HEADCOUNT ENROLLMENTS*

	Actual					Projected				
Institution	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Allen County	562	630	661	630	676	681	682	680	679	673
Barton County	1,036	1,026	1,039	1,138	1,384	1,387	1,381	1,372	1,361	1,343
Butler County	1,586	1,499	1,327	1,484	1,774	1,795	1,804	1,808	1,811	1,892
Cloud County	589	559	579	585	585	606	625	640	654	665
Coffeyville	687	617	620	717	744	699	651	601	553	503
Colby	881	1,038	1,110	1,383	1,735	1,837	1,925	2,004	2,080	2,140
Cowley County	680	1,165	1,206	1,366	1,344	1,376	1,399	1,416	1,432	1,438
Dodge City	759	909	1,528	1,462	1,661	1,693	1,713	1,728	1,741	1,743
Fort Scott	629	575	583	713	814	817	813	808	803	792
Garden City	1,003	1,068	1,225	1,382	1,456	1,511	1,553	1,591	1,627	1,651
Highland	374	358	293	461	1,005	998	986	970	956	934
Hutchinson	2,231	2,136	2,180	2,416	2,361	2,379	2,380	2,375	2,368	2,346
Independence	634	725	700	845	973	970	961	949	937	920
Johnson County ...	3,708	4,107	4,488	5,253	4,957	5,391	5,782	6,142	6,489	6,780
Kansas City	2,156	2,451	2,728	3,044	3,13-	3,246	3,331	3,403	3,471	3,514
Labette County	507	566	601	645	736	736	730	722	714	702
Neosho County	458	469	475	544	559	570	576	581	585	585
Pratt	566	501	486	776	898	911	918	922	926	924
Seward County	605	735	911	960	938	1,018	1,091	1,158	1,222	1,277
Total	19,651	21,134	22,740	25,806	27,738	28,810	29,681	30,426	31,131	31,616

*Estimated headcount enrollments for individual institutions do not add to total estimated headcount enrollment in every case.

There is some indication the community junior college enrollments will peak in 1980 when the total estimated enrollment is 28,653. This figure constitutes 28 percent of the predicted total for higher education enrollment in the state.

For the next five years' enrollment projections, the community junior colleges are unique among the four kinds of higher education institutions: 1) six state universities and Washburn University, 2) community junior colleges, 3) four-year independent colleges, and 4) two-year independent colleges. Projections indicate community junior colleges are the only group of higher education institutions which will increase in enrollment. Eleven of the nineteen community junior colleges are expected to have greater enrollments in Fall, 1981 than they had in Fall, 1976. The increases in enrollment probably will occur in Allen County, Colby, Cowley County, Dodge City, Garden City, Johnson County, and Seward County; the greatest increase is expected in Kansas City.**

Beyond 1980, with traditional attendance patterns assumed, enrollments should decline to reflect the decline in the birth rate. This decline may have no effect in growth areas of the state.

Implicit in these figures is the assumption that college attendance patterns will not change appreciably in the time interval. It is possible that in the case of community junior colleges this assumption may not be correct. Two conflicting trends may have major impacts. First, it appears that more nontraditional college students will be enrolling in community junior colleges in the future and that enrollment projections based on

** Legislative Educational Planning Committee, *Enrollments in Higher Education in Kansas 1971-1981*, Special Report No. 8 (December, 1976), p. 8.

traditional attendance patterns will be correspondingly inaccurate. This is evidenced by the marked increase in extended day (night school) enrollments on the part of adults. It is probably attributable to the need for skill updating and retraining. To enhance the emphasis on the nontraditional role of the community junior colleges, legislation for differentiated funding was passed in the 1978 session to assist these schools in establishing occupational and vocational programs. Second, such demands for occupational education could divert students to area vocational-technical schools while increased efforts by four-year institutions in continuing education may reduce both prebaccalaureate and nontraditional student bodies.

The purpose of the community junior college program is to offer comprehensive postsecondary school educational opportunities, normally of two years duration, to Kansas citizens who desire initial post general education. Community junior colleges offer a wide variety of curricula usually falling into five general classifications: college or university parallel, vocational-technical, adult education, continuing, and general education.

College or university parallel programs include those courses which are usually offered in the first two years of a four-year program in professions of the behavioral or exact sciences which normally require preparation through the baccalaureate level or beyond. Efforts are made by the two-year community junior college to structure the parallel programs so that they are coordinated with four-year baccalaureate programs ensuring students ease of transfer to a college or university. Following a two-year sequence of courses, the community junior college is authorized to confer the associate of arts and/or the associate of science degree.

The product of a vocational-technical college program is an employable person prepared to enter the occupation for which he/she is trained. Courses and experiences in such programs are designed for the development of entry-level occupational skills and articulation with programs of advanced training. Entry-level occupational skills training will vary as to the actual time required to complete the course and program at the two-year community junior college. Not all skill training will require one year or even two years at the community junior college.

Adult education programs provide educational opportunities for out-of-school citizens living in the community who are not able to pursue studies on a full-time day basis. These programs offer short and long term, secondary and postsecondary, credit and non-credit courses, and adult basic education for those citizens with less than eight years of achievement, at times and locations convenient to the needs of the student.

Continuing education programs in community junior colleges consist of a wide variety of courses which may be taken by students on a regular day or occasional basis for credit or non-credit. These courses and programs are designed for the personal and professional development of the student including upgrading skills in one's occupation and retraining in new occupations.

General education programs include selected courses or a sequence of comprehensive courses drawn from the humanities, physical and biological sciences, social sciences, and literature. The courses and programs of general education provide introduction to and in-depth study of man's relation to man and man's relation to the environment. General education incorporates the necessary elements which encourage critical thinking, the development of citizenship, the desire for continuous growth, and the objective evaluation of life's activities.

The financing of community junior colleges is complex and involves a combination of local funds, tuition, state aid, and some minor federal support. There has been a tendency toward increased state support. Budgetary support data for 1976-77 are summarized in the table on the following page.

It should be noted that tuition rates at community junior colleges have risen at a higher percentage rate than at state colleges and universities. This has placed a greater burden on those most likely to seek a community junior college education, the needy student who cannot afford to attend the four-year college or university. The net effect is likely to be an increased dependence on state assistance in most operating cost areas, leaving bonded indebtedness as the major local burden.

The facilities of the Kansas community junior colleges are extensive. All of the community junior colleges, with the exception of Cowley County Community Junior College, have new campuses or have made new additions to existing campuses. These facilities were built with substantial federal financial assistance. The facilities total 1,225,223 square feet; current enrollments require 1,050,000 square feet. (The net assignable square feet ratio used reflects national standards.)

REVENUES FOR COMMUNITY JUNIOR COLLEGES 1973-77

Local Contributions	1973	%	1974	%	1975	%	1976		1977	%
Ad Valorem	9,305,741.68		13,202,206.29		14,835,450		16,749,339		17,945,872	
Out-District	4,362,074.04		2,164,399.32		2,234,043		2,748,589		3,077,966	
Int. on Idle Funds	183,168.79		303,745.69		682,691		455,805		499,273	
Misc.	941,466.02		606,243.97		358,423		2,304,022		1,865,569	
Total	14,792,450.53	64.14	16,276,595.27	52.81	18,110,607	54.92	22,257,755	55.88	23,388,680	56.03
Student Tuition										
Resident	3,256,468.78		4,105,174.86		4,169,180		4,841,747		5,205,121	
Out-State	124,590.32		189,639.42		454,421		459,759		374,965	
Total	3,381,059.10	14.76	4,294,814.28	13.93	4,623,601	14.02	5,301,506	13.31	5,580,086	13.37
State Aid										
Per Credit Hour	3,415,705.59		6,069,689.56		6,001,982		7,405,775		7,374,530	
Voc. Educ.	713,902.69		974,247.08		839,981		801.115		933,841	
Loc. Ad. Val. Tax Red.	312,981.48		366,104.82		400,067		462,743		579,714	
Out-District	---		2,051,341.61		2,217,221		2,748,589		3,044,888	
Adult Education	---		---		221,250		135,959		78,091	
Total	4,442,589.76	19.39	9,461,383.07	30.70	9,680,501	29.36	11,554,181	29.00	12,011,064	28.78
Federal Aid										
Adult Education	---		---		151,809		238,483		212,748	
Voc. Educ.	287,292.24		476,421.51		170,510		287,876		313,318	
Federal Funds	105,523.10		313,710.20		237,674		193,471		235,157	
Total	392,815.34	1.71	790,131.71	2.56	559,993	1.70	719,850	1.81	761,223	1.82
GRAND TOTAL	$ 23,008,914.73	100.00	$ 30,822,924.33	100.00	$ 32,974,701	100.00	$ 39,833,272	100.00	41,741,053	100.00

Proprietary Schools

Proprietary schools are newly recognized members of the family of post general institutions. They have existed for many years, and many employers recognize the role which proprietary schools play in training the work force. Nationally proprietary school enrollments are growing in advance of other segments of post general education. Their programs are improving in quality and are being directed more toward occupational training. With their acceptance in national policy, proprietary schools appear to have a bright future.

However, despite numerous proprietary schools in Kansas, there has been little evidence of major public interest in them as sources of specialized post general education. In addition, the State has not provided any aid. This may change since the state 1202 Commission requires proprietary school representation.

While little data are currently available on proprietary school enrollments in Kansas, the national trend is toward increased enrollment because of increased interest in occupational education. Given the nature of proprietary schools, it is clear that if the enrollment potential is not present these schools would fail. The critical point is that if they do maintain their current enrollments this will occur by increasing their percentage share of the total enrollable population. This is highly significant for the rest of post general education.

With regard to faculty, emphasis remains on practical experience in the field of speciality as the basis for proprietary school teaching. It is likely that postbaccalaureate degrees will come to characterize proprietary school faculty depending on the field of speciality. The hiring of faculty will be complicated by competing salary levels in the private sector for people with technical skills.

There are thirty-nine approved proprietary schools in the state with a total postsecondary in-school population of approximately 3,000 students. In addition, there are fifteen proprietary schools located outside of the state who can enter the state and solicit students for enrollment in their schools. All schools, both in state and out of state, are presently approved to offer more than three hundred programs preparing graduates for a broad range of career fields. There are six business schools, two of which teaches drafting; one automotive and electronics school; one electronics school; and three computer and data processing schools that are accredited and domiciled in Kansas. In addition to these schools, there is one accredited heating, air conditioning, and electrical school within the state.

Proprietary schools depend entirely upon tuition and fees for financial support. These tuition and fees are usually collected from students who typically borrow for their education using the federally-insured student loan program. With the Education Amendments of 1972, proprietary school students became eligible for the Basic Educational Opportunity Grant (BEOG) and Supplemental Education Opportunity Grant (SEOG) programs in addition to the loan program. This increased eligibility will have some positive effect upon proprietary school finances.

Commercial Driver Training School

Commercial driver training schools serve as a means whereby adults who need preparation and experience can enroll and become qualified for a driver's license. Students who are unable to include driver education in their schedule during high school also take advantage of commercial driving schools. Kansas has seven licensed schools with an average enrollment of two hundred students each calendar year.

II. Issue Papers

KANSAS STATE DEPARTMENT OF EDUCATION
ISSUE NO. 1

ISSUE: Should there be additional legislation to continue the competency based education pilot program for an additional year?

BACKGROUND: The 1978 Kansas Legislature enacted legislation (K.S.A. 72-9401) that required the State Board of Education to prescribe and adopt standards of minimal competencies in reading and mathematics and to assess those competencies.

The results of this two-year pilot program are to be presented to the Governor, the legislature, and each school district board of education. Using this data and other information, the legislature is to determine if Kansas pupils are satisfactorily demonstrating competency in the basic skills and will consider the necessity for establishment and implementation of a statewide system of competency-based education.

Since results of the total Kansas Competency-Based Education Pilot Program will not be available to study by the legislature until August, 1980, and since the present enactment is in effect only until July 1, 1980, the Competency-Based Education Pilot Program cannot be continued without further legislative action.

ALTERNATIVES:

A. Continue the Kansas Competency-Based Education Pilot Program for an additional year.
B. Take no further action on the minimum Competency-Based Education Pilot Program until after the 1979-80 testing results have been carefully reviewed by an interim committee of the legislature and the State Board of Education for making recommendation to the 1981 legislature.
C. Allow the program to be terminated at the state level.

BUDGET IMPLICATIONS					
	FY 1981	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
ALTERNATIVE A State General Funds Full-time Positions	165,000 2	-0- ---	-0- ---	-0- ---	-0- ---
ALTERNATIVE B State General Funds Full-time Positions	40,000 2	42,000 2	44,100 2	46,305 2	48,620 2
ALTERNATIVE C State General Funds	(190,000) (2)	-0- ---	-0- ---	-0- ---	-0- ---

DISCUSSION: *Alternative A.* Continues the Competency-Based Education Pilot Program for an additional year, would allow the legislature to study the results of the *Pilot* assessment program. This would provide the time necessary to determine if Kansas schools need to place emphasis on minimum skill educational experiences.

Alternative B. Provides for the current staff of two persons to compile and analyze the 1980 assessment data; interpret the results of the assessment to local education agencies, assisting them in appropriately using the results; and report the results to the State Board of Education and the legislature.

Alternative C. Allows the program to terminate at the state level. Local school districts may, on their own option, initiate or continue Competency-Based Education

efforts but without leadership and technical assistance from the Kansas State Department of Education.

RECOMMENDATION: We recommend Alternative B.

Approved by the State Board of Education July 11, 1979.

KANSAS STATE DEPARTMENT OF EDUCATION
ISSUE NO. 2

ISSUE: Should the Department of Education add professional staff to provide more complete leadership and services in the general education curriculum?

BACKGROUND: State Board of Education Goal #3, adopted July 13, 1976, states: ***The State Board of Education will promote the principle of consultation to local education agencies as an important function of the Department.*** Within the Kansas State Department of Education, the Educational Assistance Section plays a major role in accomplishing Goal #3 through its assigned functions of (1) to assist local educational entities in establishing and maintaining instructional programs and student-pupil personnel services of increased quality, (2) to assist KSDE staff in development of rules and regulations, state plans, program materials, and studies, (3) to arrange for expertise to educational entities when assistance is not available within the agency, (4) to fulfill Department liaison responsibilities with advisory boards and councils closely associated with the activities of this section, and (5) to provide administrative assistance to all sections in matters of program approval and compliance.

K.S.A. 72-7513, General Powers of the State Board states ...***the state board of education shall: (a) Adopt and maintain standards, criteria, guidelines, or rules and regulations for the following:***

(1) School libraries and other educational materials with the exception of textbooks;

(2) Courses of study and curriculum; ...

The Educational Assistance Section is also charged with administering the Competency-Based Education program as authorized by K.S.A. 1978 Supp. 72-9401 *et seq.* and the Basic Skills Development Act, Title II, ESEA as amended by P.L. 95-561.

The Educational Assistance Section has assigned qualified staff to meet its responsibilities, as outlined above, in most of the general education curriculum and pupil personnel services areas. There are, however, certain voids in being able to meet these responsibilities and in the services that the section can provide to local educational units and the Department itself. Major deficiencies are in the areas of mathematics, art education, and bilingual-migrant education.

ALTERNATIVES:

A. The Department can add professionally qualified staff to provide leadership and service in the areas of mathematics, art, and bilingual-migrant education.

B. The Department can respond to requests for assistance in these areas by referring such requests to other agencies or institutions.

C. The Department can decline to respond to requests for assistance in these three areas.

BUDGET IMPLICATIONS

	FY 1981	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
ALTERNATIVE A					
State General Funds	62,500	65,625	68,906	72,351	75,969
Federal Title I Migrant Funds	12,500	13,125	13,781	14,470	15,193
Total	75,000	78,750	82,687	86,821	91,162
Full-time Positions	3	3	3	3	3
ALTERNATIVE B					
State General Funds	-0-	-0-	-0-	-0-	-0-
Federal Title I Migrant Funds	-0-	-0-	-0-	-0-	-0-
Total	-0-	-0-	-0-	-0-	-0-
Full-time Positions	---	---	---	---	---

BUDGET IMPLICATIONS					
	FY 1981	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
ALTERNATIVE C					
State General Funds	-0-	-0-	-0-	-0-	-0-
Federal Title I Migrant Funds	-0-	-0-	-0-	-0-	-0-
Total	-0-	-0-	-0-	-0-	-0-
Full-time Positions	---	---	---	---	---

DISCUSSION:

Alternative A. Provides for faster and more complete assistance to local units but increases budget by the necessary positions and their associated costs.

Alternative B. Allows for assistance to local units but such assistance may be somewhat slower and perhaps nonexistent. If extra responsibility is assigned to existing staff members some services presently available would be curtailed.

Alternative C. Does not increase costs but provides no services.

RECOMMENDATION: Alternative A is recommended.

Approved by the State Board of Education July 10, 1979

KANSAS STATE DEPARTMENT OF EDUCATION
ISSUE NO. 3

ISSUE: Should the $2,000,000 capital outlay aid program for the area vocational-technical schools be continued at the current level, discontinued, or the funding level reduced?

BACKGROUND: During the 1977 legislative session, the Governor recommended that a program be developed to provide capital outlay aid for area vocational-technical schools. It was determined at that time to utilize federal revenue sharing funds and make available $2,000,000. The original program was set up for a three-year period; however, legislation was drafted on a permanent basis.

As the bill was originally introduced, the capital outlay funds were set up on a formula for distribution. The legislature changed the formula and based the distribution on need and conditions of existing facilities and equipment.

The purpose of the funds was to update equipment which in many of the area schools was either worn out or outdated and to provide funds for the expansion of physical plants and remodeling of existing facilities.

Attached is a copy of the statutes and comments made by the Governor in the budget message concerning capital outlay funds for area schools.

ALTERNATIVES:

1. Repeal K.S.A. 72-4442 and discontinue the program.
2. Continue the program at the current level of funding ($2,000,000).
3. Continue the program at a reduced level of funding ($1,500,000).

BUDGET IMPLICATIONS					
	FY 1981	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
ALTERNATIVE A					
Rev. Sharing	0	0	0	0	0
Positions	0	0	0	0	0
ALTERNATIVE B					
Rev. Sharing	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Positions	0	0	0	0	0
ALTERNATIVE C					
Rev. Sharing	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Positions	0	0	0	0	0

DISCUSSION: The primary advantage of providing capital outlay funds to area vocational-technical schools is that it makes funds available for equipment which would not otherwise be purchased. It is very important in the training of students that equipment be up to date to eliminate industries from having to retrain students following their area school instruction.

It is our opinion that the area schools deserve some of the credit for the low unemployment rate in Kansas. They have tried diligently to train students in the areas where there are manpower needs. The State Department of Education has tried to work closely with the Secretary of Human Resources to provide workers for Kansas commerce and industry.

It is the feeling of some that students graduating from the area schools will generate more revenue than their education will cost over a period of time.

The big disadvantage of this program is that it will require revenue sharing funds which could be needed and used in other areas.

RECOMMENDATION: It appears from the information received from the area schools that the expenditure of $1,500,000 federal revenue sharing funds (Alternative C) could be justified for Fiscal Year 1981.

Approved by the State Board of Education, July 10, 1979

The detailed budget estimates contained in the *1980 Governor's Budget Report* for the Department of Education contains an estimate of $271.4 million for state school equalization aid for Fiscal Year 1980. Of this amount, $246.4 million is the most recent estimate of the amount required for general state aid under the present statutory school finance formula. Together with the estimated amount of $47.8 million for income tax rebates to the local school districts, state aid would finance approximately 40.7 percent of the statewide total of the local districts' general fund budgets. For the current fiscal year, the percentage of state aid is 43 percent, and the primary reason for the reduction in the proportion of state aid to total budgets is an anticipated substantial increase in statewide district wealth. As a result of the workings of the existing statutory formula, the statewide increase in 1979 local property taxes would total approximately $60 million. To provide relief from such an impending increase in property taxes, included in the summary schedules of the *1980 Governor's Budget Report* is a reserve of $30.8 million for additional state aid. By suitably adjusting the statutory local effort rate for the 1979-80 school year, the total amount of state equalization aid would result in approximately 45 percent of the statewide total of general fund budgets being financed by the state. With this additional amount of state aid, the statewide increase in local property taxes can be held to approximately $20 million. However, assuming an increase of five percent in the assessed valuation statewide, which is not unreasonable in light of past increases, the state average mill rate for general operating expenses should remain at approximately the current level.

Recommended for Fiscal Year 1980 the amount of $2,000,000 for capital outlay and equipment aid to area vocational-technical schools to complete the three-year program for such grants. Recommended is the enactment of legislation to increase the limitation on the distribution of monies from the State Safety Fund from $1.4 million to $1.5 million in Fiscal Year 1980 with the additional amount to be used to improve driver education programs and to offset rising costs. Fiscal Year 1980 vocational education program aid for area vocational-technical schools and unified school districts is recommended at a seven percent increase over the current level of support.

State General Fund expenditures for special education services for Fiscal Year 1980 are based upon present formulas and are estimated to total $25.9 million, an increase of slightly more than fifteen percent above the revised Fiscal Year 1979 estimate. A supplemental appropriation of $1,053,280 is required for Fiscal Year 1979.

The Department of Education estimates that it will receive an additional allocation of federal funds for elementary and secondary school aid. It is recommended that expenditure authority in Fiscal Year 1979 be provided to authorize the pass through of the additional $2.3 million to the schools.

72-4442. Capital outlay aid; determination of amounts; payments; disposition; overpayments, underpayments. The amount of vocational education capital outlay aid for each school shall be determined by the state board on the basis of need and the condition of existing facilities and equipment and payments thereof shall be distributed on payment dates to be determined by the state board. The state board shall certify to the director of accounts and reports the amount due as vocational education capital outlay aid to each school five (5) days before each payment date. The director of accounts and reports shall draw warrants on the state treasurer payable to the treasurer of each school entitled to payment of vocational education capital outlay aid, upon vouchers approved by the state board or by a person or persons designated by the state board. Upon receipt of such warrant, the treasurer of each school, except area vocational-technical schools, shall deposit the amount thereof to the credit of the vocational education fund. The treasurer of each area vocational-technical school shall deposit the amount of such warrant to the credit of the vocational education capital outlay fund established by this act.

In the event any school is paid more than it is entitled to receive under any distribution made under this act, the state board shall notify the school of the amount of such overpayment, and such school shall remit the same to the state board. The state board shall remit any moneys so received to the state treasurer, and the state treasurer shall deposit the same in the state treasury to the credit of the state general fund. If any such school fails so to remit, the state board shall deduct the excess amounts so paid from future payments becoming due to such school. In the event any school is paid less than the amount to which it is entitled under any distribution made under this act, the state board shall pay the additional amount due at any time within the school year in which the underpayment was made or within sixty (60) days after the end of such school year.

History: L. 1977, ch. 235, § 3; July 1.

AREA VOCATIONAL-TECHNICAL SCHOOLS CAPITAL OUTLAY
1979-80

AVTS	1977-78 Purpose	Amount	1978-79 Purpose	Amount	1979-80 Request Purpose	Amount	1979-80 Approved by State Board of Education Purpose	Amount	COMMENTS
CK AVTS Arkansas City	1. Construct Carpentry Shop	100,000	1. Phase I const. of service technology building	150,000	1. Phase II const. of service technology building	375,000	1. Phase II construction of service technology building	150,000	No state funds for purchasing of site or construction of parking areas
					2. Renovation & Equip. for various programs	168,000			
					3. Bldg. & Equip. for oil well pump/ Allied Workers Program	125,000			
	TOTAL	100,001	TOTAL	150,000	TOTAL	668,000	TOTAL	150,000	
MBAVTS Atchison	1. Equip. for auto mech.	12,172	1. Const. of classroom & lab space for LPN & industrial elec.	125,000	1. Const. of bldg. for ind. electricity and practical nursing	385,000	1. Construction of bldg. for industrial electricity and practical nursing	200,000	No state funds for const. of an admin. office and parking lot, or const. of bldg. space for unapproved programs.
	2. Equip. for lithoprinting	12,000							
	3. Equip. for industrial elec.	18,905							
	TOTAL	43,077	TOTAL	125,000	TOTAL	385,000	TOTAL	200,000	
MCAVTS Beloit	1. Const. of facility to house business education programs	185,000	1. Const. of diesel mechanics	125,000	1. Finish diesel mechanics bldg.	49,000	1. Finish diesel mech. bldg.	49,000	
					2. Expansion of bricklaying	29,000	2. Expansion of bricklaying	29,000	
					3. Exp. of carpentry/cabinetmaking	50,000	3. Exp. of carp./cabinetmaking	50,000	
	TOTAL	185,000	TOTAL	125,000	TOTAL	128,000	TOTAL	128,000	
SEAVTS Coffeyville	1. Remodel and expand facilities for five programs; Expand fac. OE & DE; Purchase equipment for machine shop	300,000	1. Expansion & remodeling of McFarland bldg.	200,000	1. Facilities expansion	400,000	1. Facilities Expansion	225,000	
					2. Equip. for farm & ranch management	85,000			
					3. Equip. for graphic arts	28,800			
					4. Welding equipment	27,000			
	TOTAL	300,000	TOTAL	200,000	TOTAL	540,800	TOTAL	225,000	
SKAVTS Dodge City	1. Completion & Equip. of Voc. Education bldg.	155,850	1. Renovation of auto mech. & practical arts bldg.	100,000	1. Building for auto body & truck main.	169,000	1. Building for auto body and truck maintenance	138,202	
	2. Purchase equip. for 10 programs	29,205	2. 12th metal shaper & equipment for truck driving	30,000	2. Equipment for various programs	101,594			
					3. Equipment for various programs	20,910			
	TOTAL	185,055	TOTAL	130,000	TOTAL	291,504	TOTAL	138,202	

AVTS	1977-78 Purpose	Amount	1978-79 Purpose	Amount	1979-80 Request Purpose	Amount	1979-80 Approved by State Board of Education Purpose	Amount	Comments
Flint Hills AVTS-Emporia	1. Construction of facility to house bldg. trades program	126,000	1. Exp. of facilities for welding, graphics arts, food service, auto mech., heal . serv., and machine tool program	207,760	1. Expand west wing of FHAVTS bldg.	611,000	1. Complete Phase I and Phase II of west wing of Flint Hills AVTS building.	200,000	No state funds for const. of admin. office space, multi-purpose room or construction of building space for unapproved programs/
	TOTAL	126,000	TOTAL	207,760	TOTAL	611,000	TOTAL	200,000	
NWKAVTS Goodland	1. Const. of new facility for farm and diesel mechanics	226,600	1. Const. of auto body repair building	125,000	1. Remodeling, rewiring, & equip. for welding program 2. Computer equip. for data proc. prog. 3. Remodeling & equip. for carp. program 4. Remodeling & equip. for cosmet. prog. 5. Remodel facilities to comply with handicapped act	44,000 15,843 15,000 28,000 32,000	1. Remodeling, rewiring, & equip. for welding program 2. Computer equip. for data processing program 3. Remodel/Equip for carp. prog. 4. Remodel/Equip /cosmet. prog. 5. Remodel/Fac. to comply with handicapped act	44,000 15,843 15,000 13,000 10,000	No state funds for purchase of (request #4) end tables, coffee tables, carpeting, or receptionist furniture. No state funds for remodeling (request #5) for student housing and student union.
	TOTAL	226,600	TOTAL	125,000	TOTAL	134,843	TOTAL	99,843	
CKAVTS-Newton Hutchinson McPherson	1. Purchase of equipment for all programs	124,323	1. Const. facility for welding & precision sheet metal progam at Harvey County center	100,000	1. Equip. for various programs 2. Equip. for various programs	100,000 108,400	1. Equipment for various programs 2. Equipment for various programs	80,000	First priority--$10,191--Metal Trades Prog. Equip. No state funds for purchase of teacher office equipment, movie projectors & camera, radio, or floor coverings.
	TOTAL	124,323	TOTAL	100,000	TOTAL	208,400	TOTAL	80,000	
Kansas City AVTS	1. Purchase equip. for mach. shop 2. Purchase equip. for welding 3. Purchase equip. for welding 4. Purchase lathe for mach. shop	16,000 17,500 10,400 50,000	1. Equip. for auto body repair, auto mech., electronics, office occupations, auto. machinist, & graphic arts	106,500	1. Phase I - Facility for following existing programs: building trades, building maintenance, industl. mech., heat, and refrigeration.	350,000	1. Phase I - Facility for following existing programs; Bldg. trades, bldg. maint., industl, mech., heat, refrig	250,000	No state funds for the const. of an administrative office, multi-purpose room, or parking lot
	TOTAL	93,900	TOTAL	106,500	TOTAL	350,000	TOTAL	250,000	
LIBERAL AVTS	1. Purchase equip. for auto mech. shop & PS auto mechanics 2. Purchase equip. for ag. prod. 3. Purchase equip. for 3 programs	26,500 6,600 1,000	1. Construction of auto mechanics and air conditioning/refrigeration facility	190,000	1. Equip. for transportation dept. 2. Equip. for building trades dept. 3. Equip. for industrial electronics 4. Equip. for office occupations	32,800 16,555 5,500 2,000	1. Equip./Transportation Dept 2. Equip./Build. Trades Dept. 3. Equip./Industrial Electron 4. Equip,/ Office Occupations	32,800 16,555 5,500 2,000	
	TOTAL	34,100	TOTAL	190,000	TOTAL	56,855	TOTAL	56,855	
Manhattan AVTS	1. Add. to existing building & enclosure of hallways 2. Spray booth bldg. for auto body program 3. Carry over to 1978-79 FY	139,250 10,000 20,750	1. Construct facility for welding and air conditioning refrigeration	100,000	1. Equip. & facility update 2. Central office exp. and remodeling 3. Insulation of existing AVTS building	101,700 40,000 50,000	1. Equipment	57,100	Equipment for instruction only. Exclude purchase of 19 passenger bussette and ½ ton flat bed truck
	TOTAL	170,000	TOTAL	100,000	TOTAL	191,700	TOTAL	57,100	

87

101

102

AVTS	1977-78 Purpose	Amount	1978-79 Purpose	Amount	1979-80 Request Purpose	Amount	1979-80 Approved by State Board of Education Purpose	Amount	COMMENTS
Salina AVTS	1. Remodel facilities in diesel program	29,383	1. Construction of welding and diesel mechanic building	185,000	1. Auto mechanics construction	115,000	1. Auto mechanics const.	115,000	
	2. Complete remodeling project for machine shop	4,643			2. Electronic air filtering system	15,000	2. Electronic air filtering system	15,000	
	3. Remodel facilities from U.S. Army for health program	25,000			3. Equip. for auto mechanics, offset printing, machine shop, and office	85,000			
					4. Construction of Aircraft fab. & Assembly	222,389			
	TOTAL	61,026	TOTAL	185,000	TOTAL	437,389	TOTAL	130,000	
RSN AVTS	1. Purchase furniture for office, classroom, and lab	16,409	1. Purchase equipment for all programs	75,740	1. Equipment for all programs	141,290	1. Equipment for all programs	85,000	
	2. Purchase smoke collecting units for two programs	12,000							
	3. Purchase water softener system for school	4,500							
	4. Purchase replacement equipment	83,210							
	TOTAL	116,119	TOTAL	75,740	TOTAL	141,290	TOTAL	85,000	
Wichita AVTS	1. Complete & equip aviation center	150,000	1. Central vocational building remodeling	43,400	1. Equip. for heavy equip. training Center	175,000	1. Equipment for heavy equip. training center	175,000	
	2. Remodel facilities and equip. for graphic arts	65,000	2. VTC remodeling for graphic arts	25,000	2. Replacement of equip. for machine tools program	25,000	2. Replacement of equip. for machine tools program	25,000	
	3. Remodel facilities and equip. for food service management	20,000	3. Equipment for heavy equipment training center	111,600	3. Replacement of facility support generator/aviation ed. center	30,000			
	TOTAL	235,000	TOTAL	180,000	TOTAL	230,000	TOTAL	200,000	
	GRAND TOTAL ALL SCHOOLS 2,000,000		GRAND TOTAL ALL SCHOOLS 2,000,000		GRAND TOTAL ALL SCHOOLS* 4,374,868		GRAND TOTAL ALL SCHOOLS	2,000,000	

Appendix

The following definitions were adopted for all state plans by the Executive Committee on April 15, 1977.

DEFINITION OF TERMS AS AGREED UPON BY STATE PLANNING AND RESEARCH AND PROGRAM ANALYSIS AND EVALUATION SECTION, KSDE

Goal ..... An abstract or theoretical, but concise, statement which defines the desired results toward which the organization's efforts are directed.

Objective ..... A concise statement indicating a desired outcome of a program which will contribute to a goal to which it is related, but, unlike the goal, is stated in realistic achievable and measurable terms.

Types of Objectives

Operation or Process Objective ..... A statement identifying a specific responsibility relative to specific tasks to be accomplished within a defined time frame.

Product Objective ..... A statement indicating an expected specific product to be accomplished within a defined time frame.

Activity ..... Action or procedure designed to accomplish the specific objective which has been established for a specific program.

Strategy ..... Summation of activities designed to accomplish an objective.